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ABSTRACT

The 1975 User Education Committee was charged with formulating a comprehensive user education program for the General Libraries. Work begun by this committee and completed by the 1976 committee is summarized in this document. The committee defined categories of users and, in cooperation with the university's Measurement and Evaluation Center, designed and implemented two questionnaires (included in appendices) to learn more about student library instruction needs and student and faculty opinions. The committee also designed report forms to collect information about present user activities. The information gathered from the questionnaires and the report forms is summarized. User education goals and specific objectives for each category of user and the proposed programs are also detailed. The User Education Program is not intended to be a rigid or restricting program, but rather was developed as a guide to meet the need for a coordinated and comprehensive user education program. Three stages of proposed implementation are outlined. (Author/JAB)

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PREFACE

The program outlined in the following pages has been approved as a guide for the development of a more comprehensive and coordinated program of library instruction in The University of Texas at Austin General Libraries. The Taskforce on Self-Instruction and the Taskforce on Graduate Students Library Instruction described on page 43 have been appointed and are working on pilot programs. The Program is being published in order to make it available to other academic libraries developing similar programs.

February 1977

ABSTRACT

The 1975 User Education Committee of the General Libraries of The University of Texas at Austin was charged with formulating a comprehensive user education program for the General Libraries. Work begun by this Committee and completed by the 1976 Committee is summarized in this document. The Committee defined categories of users and in cooperation with The University's Measurement and Evaluation Center, designed and implemented two questionnaires to learn more about student library instruction needs and student and faculty opinions. The Committee also designed report forms to collect information about present user education activities in the General Libraries. The information gathered from both the questionnaires and the user education report forms is summarized in this document. User education goals and specific objectives for each category of University user and proposed programs are also detailed. The User Education Program is not intended to be a rigid or restricting program but rather was developed to serve as a guide to meet the need for a more coordinated and comprehensive user education program. Three stages of proposed implementation are outlined. Since the actual resources available, the changing needs of users, and evaluations of specific programs will influence the extent, design and format of the program, the first stage is more detailed than stages II and III.

Members of the User Education Committee

1975

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  Assistant Director for Public Services
Elizabeth Airth
  Librarian, Reference Department
Susan Burton
  Librarian, Undergraduate Library
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1976

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I. INTRODUCTION

It is the goal of the General Libraries[1] to provide the best possible library and information service to The University of Texas at Austin community. To provide a stronger base on which to improve library service, the General Libraries has initiated many changes during the last five years. Staffing, internal organization, bibliographic control, and public services have all undergone changes. Although these changes have not always been visible to the user community, they have been essential in laying a foundation for improved user services including the development of a more comprehensive user education program.

The General Libraries provides service to the University Community through bibliographic access to its collections, through circulation services, through reference and information services, through the provision of facilities for the use of the Library's resources and through instruction in the use of these information resources. As information resources have grown and become more complex, the problem of educating library users to make more effective and independent use of these resources has become more critical. The need to improve library services in the area of user education was recognized by the appointment of a General Libraries User Education Committee in 1974. The successor to this committee was formally charged in 1975 to formulate a comprehensive user education program for the General Libraries. Most of the work of the 1975 and 1976 User Education Committee has been devoted to gathering data on user education and to developing this program.

As the primary information agency serving a large and complex university, the General Libraries is committed to serve the library and information needs of a diverse community of users from entering freshmen beginning their academic careers to researchers with very specialized needs. At an early stage in the Committee's deliberations and with the cooperation of other public service committees, it defined the categories of users served by the General Libraries. The list developed is found in Appendix 1.

As a second step, the Committee devoted considerable time to learning more about user needs and opinions. The Committee, in cooperation with The University's Measurement and Evaluation Center, designed two questionnaires. One surveyed faculty opinion regarding student library skills, the other student opinion regarding the need for library instruction. Brief summaries with some analysis are found in Section II. Copies of the questionnaires and more complete summaires of the findings of the two surveys are found in Appendices 2-5.

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[1] The General Libraries include the Main Library, the Undergraduate Library, fifteen branch libraries, the Collections Deposit Library and four special collections: the Benson Latin American Collection, the Eugene C. Barker Texas History Center, the Asian Collection and the Middle East Collection.

Concurrent with efforts to learn more about user needs and opinions, the Committee designed report forms to collect information about present user education activities in the General Libraries. A summary of these activities for the period September 1974 through August 1976 appears in Section III. (See Appendix 6 for copies of the User Education Report Forms.) The Committee also surveyed the librarians involved in these activities regarding their opinions about the user education needs of the clienteles they served; both the available and needed resources for user education programs; the types of user education activity in which individual librarians had been involved; areas of interest; training needs and academic backgrounds. Some of the data collected is summarized in Sections II and III with a copy of the questionnaire in Appendix 7.

During the past two years the Committee has reviewed the literature on educating the library user and attempted to keep informed about notable user education activities in other university libraries. The Committee has noted several recurring observations which it feels are worthy of being listed.

1) A user education program should be founded on certain overall goals with stated objectives for each category of user and measurable objectives for specific programs.

2) User education is a continuing process which should be designed to meet the needs of users at the time instruction is required. (Motivation of learners is an important factor in all instructional programs.)

3) A user education program should be versatile in methods, approaches, and materials used to meet the varying needs of library users.

4) A user education program should be integrated and built on skills acquired at each stage of instruction.

5) A user education program should be continually evaluated and modified to better meet user needs and the goals and objectives of the program.

The Committee has kept these observations in mind in formulating the User Education Program which appears in Section IV. Although the overall user education goals and the specific objectives for each category of university user are incorporated in the text of the Program, they also appear in a separate listing in Appendix 8. A three-stage implementation is outlined in Section V.

II. USER NEEDS AND OPINIONS

A. Introduction

At the first meeting of the 1975 User Education Committee on February 25, 1975, possible means of determining user needs were discussed. At the next meeting it was decided to draft questionnaires to send to librarians, faculty, and students to obtain information that would be useful in writing and implementing a user education program.

The librarians' questionnaire was sent in March 1975 to approximately 50 public service and special collection librarians and to bibliographers in the Collection Development Division. Since the Committee wished to allow for a free expression of opinion regarding user education, the responses were made in essay format. However, the results were difficult to quantify and the Committee found the data gathered from the librarians' survey of limited use in formulating the program when compared with that later gathered directly from users.

Librarians were asked their opinions of the user education needs of the particular clienteles they serve and if they were aware of any particular faculty or student interest in user education. Very few librarians distinguished between categories of users but librarians in nearly every unit listed three areas in which their clienteles need instruction: 1) orientation to library layouts and procedures; 2) basic instruction on using the card catalog and indexes; and 3) instruction in using reference sources. The questionnaire was also used to solicit information about other matters relating to user education such as the availability of resources, training and resource needs, interest and experience in user education, and academic backgrounds. Some of this data is summarized in Section III.

In developing the user surveys the Committee worked closely with the Associate Director of the Measurement and Evaluation Center (MEC). The meeting of March 18, 1975 with the MEC Associate Director was the first of several meetings. The Committee also studied the College of Humanities' 1975 student and faculty surveys on the "Relationship Between Student Success and the Ability to Write Effectively," the University of Colorado Libraries' "Assessment of Student Needs in Knowing How to Use Libraries" questionnaire, and a user survey conducted at the University of Washington. Many committee meetings were devoted to determining what factual information or opinions might be useful in formulating the User Education Program and in formulating the actual questionnaire. The Committee found that some questions had to be dropped or modified in the interest of clarity and simplicity. If the questionnaires were too lengthy or complicated, a poor response rate might result.

The Committee's work resulted in two surveys: "Survey of Faculty Opinion Regarding the Importance of Student Library Skills" (hereafter referred to as the "Faculty Survey") and the "Survey of Student Opinion Regarding the Need for Library Instruction" (hereafter referred to as the "Student Survey"). The questions asked and the responses received for the two surveys are summarized in Section II. Although respondents were not asked to sign the questionnaires, they were asked to provide some personal data such as majors and classifications for students and departments and rank for faculty. The Committee hoped that by cross tabulating this data with responses to other questions possible target populations could be identified for pilot user education programs.

Implementation of the surveys was deferred until Fall 1975 at the request of the Measurement and Evaluation Center which did not want the Library's survey to contaminate the results of another survey which was being conducted in the spring semester and because the Committee required more time to develop useful questionnaires. Although some minor problems may have resulted from the actual formatting of the surveys, e.g., having the blank to check responses before the question instead of after, the formatting followed that of other surveys prepared with the assistance of the MEC. Both surveys were typed on the composing machine in MEC and reproduced by multilithing on both sides of a legal-sized sheet.

The "Faculty Survey" was distributed to all faculty members and teaching assistants in October utilizing address labels purchased from the Measurement and Evaluation Center. The survey forms and addressed return envelopes were stuffed in campus mail envelopes by library staff. Various means of distribution for the "Student Survey" were discussed. The method decided upon was to distribute the survey forms with a sample of Course Instructor Surveys which University of Texas faculty may distribute at the end of each semester so that students may evaluate their courses. This method seemed to promise a good rate of return with a good mix of majors, classifications, and library users and non-users. The sample of courses was selected by the MEC. The "Student Survey" forms were returned to the MEC with the Course Instructor Surveys. The MEC then forwarded the "Student Survey" forms to the Library Office.

Members of the User Education Committee coded the "Faculty Survey" forms in November, 1975. Departments were coded for keypunching and written comments were coded by broad categories, e.g., library instruction, hours, circulation, collection development, etc. All comments relating to a specific library were coded for that library. About 46% of the "Faculty Survey" forms included responses to the question asking for suggestions on ways the libraries could improve service to students. The comments were tabulated manually and typed in lists by the category coded. "Student Survey" forms were similarly coded and tabulated in February and March, 1976. Both surveys were keypunched by the library keypuncher. Using correlations selected by the Committee, the data was run and cross tabulated on the Computation Center computer using the Statistical Package for the Social Sciences (SPSS) computer program.

In retrospect the Committee might have worded some questions slightly differently and would perhaps have attempted to make some questions in the two surveys more parallel. However, the data derived from the surveys provided the Committee with a great deal of valuable user data to utilize in formulating the User Education Program. The findings of the two surveys are summarized in the sections that follow. The data obtained will be of continuing usefulness as the General Libraries implements the User Education Program to serve specific clienteles.

B. Summary of Survey of Faculty Opinion Regarding the Importance of Student Library Skills

In October, 1975, 3,494 faculty and teaching assistants from 68 departments were sent a "Survey of Faculty Opinion Regarding the Importance of Student Library Skills," a questionnaire developed by the General Libraries' User Education Committee in cooperation with the Measurement and Evaluation Center. This questionnaire was designed to provide a summary of current practice and thought in teaching library skills and to pinpoint those departments most interested in library education for their students.

By February, 1976, 1,642 completed questionnaires were returned for a response rate of approximately 47%. This high response, and the high number (754) of written suggestions on ways the General Libraries could improve services to students (question 16) indicate that faculty and teaching assistants are interested in library education for their students.

Sixteen questions were included in the questionnaire to obtain information on six areas of interest: 1) the background of the respondent--department, academic rank, length of teaching experience, and instructional duties (for teaching assistants); 2) how respondents had been instructed in the use of library resources in their own graduate work and the need for orientation sessions for new faculty; 3) faculty assessment of undergraduate and graduate students' library skills; 4) present methods of teaching library skills in those courses which require library research--faculty instruction, librarian instruction, departmental courses in bibliography--and types of resources faculty expect students to utilize; 5) reasons which contribute to the lack of library usage in certain courses; and 6) ways in which the General Libraries can provide user education.

Background of Respondents

Faculty from 68 departments answered the questionnaire. Responses to question 1 on departmental affiliation indicated that the departments with highest rates of response were English, Mathematics, Curriculum and Instruction, Psychology, and Spanish and Portuguese. Since these are relatively large departments, the rate of response indicates strong interest. These same five departments contributed the highest number of suggestions on ways the General Libraries could improve service to students in response to question 16.

Of the respondents to question 2 on academic rank, 46% were assistant instructors and teaching assistants, while 54% were professors, associate professors, assistant professors, lecturers, or instructors.

Question 3 asked teaching assistants to describe their instructional duties. Most teaching assistants (88%) were in full charge of a class, or conducted laboratory or discussion sections. A small percent (12%) had non-teaching responsibilities. Since many of those teaching (46%) are students as well as teachers, it must be remembered that this survey represents both teacher and student points of view.

Answers to question 4, length of teaching experience, showed that 32% of the respondents had taught for two years or less, 30% for three to seven years, and 28% for eight years or more. The 10% who did not answer this question may be teaching assistants with non-teaching responsibilities.

Respondents' Acquisition of Library Skills

For question 5, respondents were asked to indicate how they had acquired library skills in their graduate work and were able to indicate one or more of five methods of instruction. Most (90%) learned library skills largely on their own but did have additional help through informal consultation with librarians (46%), through informal consultation with professors (32%), through a course in library research taught by departmental faculty (19%), or through a course taught by a librarian (8%). When asked whether there should be library orientation for new faculty (question 6), 67% answered "yes." Most of the few written comments on this question suggested that such orientation sessions should be optional, well-structured, and brief. Other comments suggested that printed orientation materials might be more appropriate than organized sessions.

Faculty Assessment of Students' Library Skills

Faculty more frequently rated the library skills of their graduate students in their fields as high, than they did the library skills of their undergraduate students. Of the respondents who teach graduate courses requiring library use, 67% rated their graduate students' abilities as excellent or good (question 12) while only 20% of the faculty who taught undergraduate courses requiring library use, rated their students' skills as excellent or good (question 10). Responses from individual colleges and departments varied greatly. In some departments all instructors rated their students' skills as fair or poor; in other departments, the faculty gave unanimously high ratings. This data will prove very useful in establishing priorities for the User Education Program.

Present Methods of Teaching Library Skills

In response to question 8, 62% of all respondents teach courses which require students to use the library. Of those who do teach such courses, professors rank first with 259 "yes" responses followed by assistant professors with 241, teaching assistants with 236, and associate professors with 173. In response to question 9, of those who teach courses requiring library use, 40% usually and 47% occasionally explain the use of indexes, bibliographies, and other reference tools to students. Some faculty assume students already possess library skills before entering their classes. Others explain the use of library reference tools to graduate students only.

Respondents teaching courses requiring library use were also asked to indicate the types of resources they expected their students to utilize. Of those teaching undergraduates, 85% expected their students to utilize materials located through the use of the card catalog, indexes, and bibliographies; 80%, reserve materials; 79% discipline-oriented reference books; 76%, general reference books; and 70%, readings from a required or recommended list of materials not on reserve (question 11).

Of those teaching graduate students, 97% expected their students to utilize discipline-oriented reference books, indexes, and bibliographies; 81%, the Public Catalog in the Main Library for author, title, and subject searches; 80% reserve materials; 74%, inter-library loan; and 73%, Dissertation Abstracts and the thesis catalog (question 13).

For question 14, faculty also indicated ways they thought students in general could learn about using the library. About 37% felt that students could develop library skills independently, asking a librarian when necessary. Of those who indicated how students could be taught library skills, most respondents (60%) indicated a required course such as freshman English where librarians and faculty collaborate in providing instruction on library skills. Others preferred a bibliography course taught by faculty (26%), or a required course taught by a librarian (12%). Many comments were added which, for the most part, elaborated on the methods mentioned above. A few persons felt printed materials, weekend seminars, computer-assisted instruction, films, and combinations of these methods were possible ways of instructing library users.

Questions 14d and 14e stated that responsibility for library instruction is, respectively, the faculty's or the General Libraries'. Fifty percent of the respondents to 14d agreed that library instruction is the faculty's responsibility while 46% of the respondents to 14e agreed that library instruction is the General Libraries' responsibility. Of 220 faculty comments to question 14, 48 indicated that faculty and the General Libraries share the responsibility for teaching library skills. Since 760 (46%) did not respond to either of these questions about responsibility for teaching library skills, it is apparent from the number of positive responses (1578) that many persons checked both 14d and 14e "yes." The questionnaire should have offered joint responsibility as a third choice.

Only 5% of the faculty feel that no instruction is necessary and that students possess the necessary skills when they enter the university.

The first list below indicates those departments with the highest percentage of their faculty responding that library education is the responsibility of the faculty. The second lists those departments with the highest percentage of faculty responding that library education is the General Libraries' responsibility.

Table 1

Responsibility for User Education

Faculty Responsibility		General Libraries' Responsibility	
Classics	79%	Nursing	81%
Grad. School of Lib. Sci.	75%	Home Economics	80%
French-Italian	71%	Economics	67%
Chemistry	71%	Health, Phy. Ed. and Recreation	64%
Journalism	69%	Geography	63%
Germanic Languages	68%	Curriculum and Instruction	61%
Educational Administration	67%	Microbiology	58%
Special Education	67%	Government	57%
Drama	67%	Sociology	57%
English	64%	Aerospace Engineering	57%
Biological Sciences	64%	Graduate School of Social Work	56%
Astronomy	64%	Geological Sciences	56%
		Finance	56%

Note: Some very small departments regarded library instruction as 100% faculty responsibility: Ethnic Studies-Mexican American, Biblical Studies, General Studies, Foreign Language Education and Science-Mathematics Education. Other small departments regarded library instruction as 100% General Libraries' responsibility: Foreign Language Education, Science-Mathematics Education, Fine Arts, and Military Science.

Courses Not Requiring Library Use

Faculty who teach courses which do not require library resources (37% of the respondents) were asked to indicate the reasons from six possible choices at question 15. Respondents indicated that the course content is covered adequately in texts, labs, and lectures (87%), that library work is not appropriate at this level in the curriculum (59%), that they have too many students in courses (29%), that library resources are inadequate (23%), and that students do not have the background to do library assignments (22%).

The 133 comments to this question indicated additional reasons. Some courses in beginning languages, drama, art, music; laboratory classes in physics or chemistry; mathematics, computer science, speech, journalism, statistics, and student teaching do not require library usage. Other reasons included inadequate collections, poor course planning, lack of knowledge of library resources, and lack of time.

Ways The General Libraries Can Provide User Education

Two questions, 7 and 16, asked for information on how the General Libraries can provide user education and improve library services: question 7 asked for preferred methods of library education while question 16 asked for individuals' suggestions on improving library service.

Types of library instruction in order of preference are library handouts and bibliographies, 80%; orientation tours of libraries, 74%; course-related instruction (bibliographies of reference sources, or exercises) prepared by librarians at faculty request, 57%; an elective course designed to develop the knowledge and skills to do library research, 49%; classroom presentations on library skills and resources by librarians, 45%; and computer-assisted instruction, 41%. These are the results of the total survey. Individual departments differed in their rankings for each mode of instruction.

The lists below indicate the ten departments expressing the greatest interest, percentage-wise, in each of the above methods of instruction. Departments with four or fewer respondents were not included.

Table 2

Departmental Interest in Methods of Instruction

Library Handouts and Bibliographies		
1.	Geography	100%
2.	Home Economics	100%
3.	Microbiology	100%
4.	Journalism	100%
5.	Nursing	97%
6.	Computer Science	95%
7.	Germanic Languages	93%
8.	History	93%
9.	Social Work	93%
10.	Radio-Television-Film	92%
11.	Library Science	92%

Orientation Tours		
1.	Educational Psychology	100%
2.	Geography	100%
3.	Speech	94%
4.	Social Work	94%
5.	Radio-Television-Film	92%
6.	English	91%
7.	Curriculum and Instruction	90%
8.	Economics	90%
9.	Drama	90%
10.	Oriental-African Languages	90%

Course-Related Instruction		
1.	Library Science	91%
2.	Marketing Administration	87%
3.	Speech	84%
4.	Pharmacy	81%
5.	Drama	76%
6.	Management	76%
7.	Germanic Languages	76%
8.	Nursing	75%
9.	Home Economics	75%
10.	Spanish-Portuguese	75%

Elective Course		
1.	Biological Sciences	91%
2.	Germanic Languages	82%
3.	Speech	81%
4.	Educational Administration	80%
5.	Journalism	77%
6.	Pharmacy	70%
7.	English	70%
8.	Nursing	69%
9.	Radio-Television-Film	69%
10.	Sociology	64%

Classroom Presentations by Librarians		
1.	Educational Administration	91%
2.	Home Economics	79%
3.	Nursing	76%
4.	Geography	75%
5.	Library Science	75%
6.	Marketing Administration	73%
7.	Petroleum Engineering	71%
8.	Social Work	69%
9.	Curriculum and Instruction	64%
10.	Sociology	64%

Computer-Assisted Instruction		
1.	Advertising	83%
2.	Educational Administration	82%
3.	Special Education	81%
4.	Nursing	75%
5.	Petroleum Engineering	71%
6.	Journalism	69%
7.	Radio-Television-Film	69%
8.	Computer Science	68%
9.	Curriculum and Instruction	66%
10.	Mechanical Engineering	61%

Note: Of the total number of respondents (1642), between 323 and 977 respondents answered No, No Opinion, or did not answer parts of this question, indicating a certain degree of apathy or lack of interest in library instruction, or lack of knowledge of these means of library education.

Respondents to question 16 indicated many ways in which the General Libraries could improve library services relating to user education. Most of these suggestions fell into two categories-publications and instruction methods. Many types of publications were mentioned such as handbooks, policy statements, location guides, etc. Several types of library instruction were mentioned including orientation sessions for special groups of students such as foreign or transfer students, mini-courses, or self-taught modules.

Appendix 3 is a more complete summary of the "Survey of Faculty Opinion." In the Appendix, statistics are given for each question, including the number of responses to each question, since that number must be considered in addition to the number of responses to the parts of each question. Departmental breakdowns are also given for selected questions. Comments are more fully explained in the Appendix, too.

C. Summary of Survey of Student Opinion Regarding the Need for Library Instruction

In 1975, the General Libraries' User Education Committee, in consultation with the Measurement and Evaluation Center, prepared a questionnaire which was disseminated in December, 1975, to students at The University of Texas at Austin. In conjunction with the Course Instructor Survey, the "Student Survey" was distributed to selected classes as determined by the Measurement and Evaluation Center. The purpose of this questionnaire was to ascertain student needs and interest in library instruction at the University. Of the 5,800 surveys which were distributed, 2,781 completed questionnaires were returned for a response rate of 47%. The questionnaire, which included sixteen questions, was intended to categorize the inquiries into six areas of interest: 1) background of respondents; 2) frequency of library use; 3) importance of library skills to academic studies; 4) current library usage patterns; 5) exposure to user education; 6) interest in user education.

Background of Respondents

Of a possible 98 major fields of study at The University of Texas at Austin, 80 different majors were represented in the "Student Survey." Students who listed their major as education, accounting, psychology, or general business accounted for the highest rates of response.

Education majors, who make up 10% of the entire student population at the University, accounted for 15% of all respondents to the "Student Survey." The remaining three majors were more representative of the actual student population in that the survey figures were within one to two percent of the total student enrollment at the University.

Table 3

Majors with Highest Rates of Response to the Student Survey

Majors	Absolute Frequency of Student Enrollment at UT	Percentage of Total Student Enrollment at UT	Absolute Frequency of Student Response to Survey	Percentage of Total Respondents to Survey
Education[1]	4201	10%	419	15%
Accounting	2525	6%	177	7%
Psychology	1530	4%	167	6%
General Business	1811	4%	158	6%

---

[1] Included within the general classification of education majors are students with majors in: educational administration; educational psychology; health, physical education and recreation; special education; curriculum and instruction; secondary education; and elementary education.

The 12th Day Register of Classes, compiled by the Registrar's Office in the fall of 1975, listed the College of Business Administration, the Graduate School, and the College of Natural Sciences as having the highest enrollment of students. By comparison, the "Student Survey" received the highest rates of response from the College of Business Administration, College of Social and Behavioral Sciences, and the College of Education.

Table 4

Schools and Colleges with the Highest Rates of Response to the Student Survey

College	Total Student Enrollment at UT	Percentage of Total Student Population	Absolute Frequency of Student Response to Survey	Percentage of Total Respondents to Survey
College of Business Administration	7158	17%	558	21%
College of Social and Behavioral Sciences	4543	11%	423	16%
College of Education	4201	10%	419	15%
College of Natural Sciences	5857	14%	341	13%
School of Communication	2965	7%	171	8%
College of Humanities	1534	4%	165	7%

Twenty-six percent of all respondents were lower division undergraduates; 58% were upper division undergraduates; and 13% were graduate students. In relation to actual enrollment, upper division undergraduates are over represented and lower division undergraduates and graduate students are under represented in the survey.

Table 5

Classification of Respondents

Classification	Absolute Frequency of Total Student Population at UT	Percentage of Student Population at UT	Absolute Frequency of Students Answering Survey	Percentage of Total Respondents Answering Survey
Freshman	8746	21%	361	13%
Sophomore	7404	17%	358	13%
Junior	7575	18%	696	25%
Senior	9996	23%	916	33%
Graduate	7186	17%	369	13%

Frequency of Library Use

In answer to question 5, 36% of all respondents use the library between one and three times per week. Twenty-nine percent of all respondents use the library once or twice a month, while 20% seldom or never use the library. Fifteen percent of all respondents use the library four or more times per week. It is significant that 80% of all respondents use the library at least once a month and generally more frequently than that.

Table 6

Library Use Frequency by Class

Classification	Four or More Per Week	One to Three Per Week	One to Two Per Month	Seldom or Never
Freshman	7%	35%	30%	27%
Sophomore	11%	31%	32%	26%
Junior	12%	31%	32%	24%
Senior	13%	40%	30%	17%
Graduate	38%	40%	18%	5%

Attitude Toward the Library

Seventy-one percent of all respondents generally held a positive attitude toward the campus libraries. Of those respondents who responded positively or negatively to question 7, 95% of all freshmen, 93% of all sophomores, 88% of all juniors, 84% of all seniors and 69% of all graduate students held a positive attitude toward the campus libraries. Graduate students, the user group which depends most heavily on library skills in academic studies, felt less positive toward the library than other respondents.

Importance of Library Skills to Academic Studies

As students progress in their academic studies, their ability to use the library becomes more important to their success as students at both the upper division course level and graduate course level than at the lower division course level (Question 3).

Table 7

Influence of Library Ability in Lower Division Courses

Classification	Very Much	Some	Very Little	None
Freshman	13%	49%	27%	12%
Sophomore	11%	51%	29%	9%
Junior	12%	50%	29%	10%
Senior	15%	50%	28%	8%
Graduate	19%	49%	25%	7%

Table 8

Influence of Library Ability In Upper Division Courses

Classification	Very Much	Some	Very Little	None
Junior	25%	48%	19%	8%
Senior	36%	45%	16%	3%
Graduate	43%	45%	9%	3%

Table 9

Influence of Library Ability in Graduate Level Courses

Classification	Very Much	Some	Very Little	None
Graduate	66%	27%	6%	2%

Current Library Usage Patterns

In answer to question 9, respondents found that the primary purposes for which they frequently use the library are: to obtain information for research and/or class assignments (34%); to study for courses (33%); and to use reserve materials for courses (23%). Students tend to use the library less frequently for leisure activities.

In answer to question 4, some respondents (22%) frequently required the use of the library resources for class assignments in courses, while others (36%) sometimes used the library's resources. These figures do not include materials placed on reserve. Some respondents (27%) felt that courses frequently required papers or research projects involving the use of the library (question 10) while 42% felt that their courses sometimes required papers or projects. This means that about two-thirds of the respondents have taken courses which required use of the library's resources for either research papers or class assignments. Of the 20%

who seldom or never use the campus libraries, most (83%) replied that their courses do not require the use of the library.

In response to question 11, when courses require the use of library resources for papers or research projects: freshman respondents (29%), sophomore respondents (24%), junior respondents (25%) and senior respondents (20%) will frequently consult a librarian for help. Graduate student respondents (26%), on the other hand, frequently relied on their instructors to recommend books and other relevant material. Generally speaking, more than 50% of all respondents sometimes ask a librarian for assistance. When using the library for research, few students do background reading preliminary to using the subject catalog. Few students check the LC List of Subject Headings; this may be due largely to the fact that students are not familiar with this tool.

Exposure to User Education

The largest proportion of students (89%) who responded to this survey were exposed to library instruction in their high school library (question 13). The "Faculty Survey" indicated that this instruction is inadequate to meet the research demands at this University.

In response to question 14, the percentage of students who have received any library instruction at the University is small. Of the four kinds of library instruction listed in the survey (self-guided tours (27%), guided tour or lecture (11%), instruction from a librarian (13%), or faculty member (19%) in the classroom), most respondents received a self-guided tour of the library using a printed guide. Fifty-five percent of the respondents felt that they would rather utilize a self-guided tour as a form of library instruction over the guided tour (33%). While 13% of the respondents have had instruction from a librarian in the classroom, 47% felt that they would be interested in this kind of instruction. Most students would prefer classroom presentations by librarians on library resources and skills to an elective course designed to develop a student's knowledge and skill in doing library research.

Interest in User Education

In question 15, students indicated that if certain kinds of instruction were available, they would use them. The more popular kinds of library instruction were: library handbooks and bibliographies (55%); self-guided tour of the library using a printed guide (55%); and classroom presentations by librarians on library resources and skills (47%).

D. Analysis of Survey Data

The purpose of the "Faculty Survey" and "Student Survey" was to obtain input from University of Texas at Austin students and faculty on their needs and interest in library instruction. The high response rate for both surveys suggests a genuine interest in the Library and library instruction at the University. A positive attitude toward the campus libraries was indicated by 87% of the student respondents expressing opinions. Both of these factors taken together provide the necessary climate for a successful user education program.

Students at the University consider their ability to use the library an important asset in their academic work. The "Student Survey" indicates that students become more aware of the importance of the library as they advance academically. Less than 9% of the student respondents indicated that library skills had no influence on their academic success. Fourteen percent of the respondents felt that their ability to use the library aided them greatly in lower division courses, while 33% of the student respondents at the upper division level and 60% of the graduate students indicated that their ability to use the library aided them greatly in their academic pursuits.[2]

Faculty at the University expect their students to make frequent use of the library. Sixty-three percent of the respondents to the "Faculty Survey" report teaching courses which require their students to use the library. The library-related assignments most frequently required necessitate the use of non-reserve materials. This is substantiated by 69% of the student respondents who indicated that they sometimes or frequently have courses requiring papers or research projects involving library use. As a result, it is not surprising that over half of the student respondents use the library one or more times per week.

In addition to expecting students to find materials in the card catalog, indexes, and bibliographies, nearly 80% of the instructors teaching undergraduate courses requiring library use expect students to use general and discipline oriented reference books. Over 90% of the faculty respondents teaching graduate courses expect their students to use these tools. In addition to these courses, 80% of the faculty respondents expected both their graduate and undergraduate students to utilize reserve material for their courses.

It is apparent, therefore, that faculty expect students to use the library's resources when doing assignments. How does this high required use of the library correlate with students' ability to use the library? While the "Faculty Survey" indicated that students are expected to use the library, the quality of the output is disappointing. Seventy-nine percent of the faculty respondents rate their undergraduates' ability to use the library's resources as fair to poor; 33% of the faculty respondents rate their graduate students' ability to use the library as fair to poor.

Students arrive at The University of Texas at Austin with library skills which are inadequate to meet the demands of college level course work. Even though the "Student Survey" indicates that 83% of the respondents were taught to use their high school libraries and 75% of the respondents were taught to use their public libraries, 84% of the faculty respondents felt that their students did not possess the necessary library skills to do college assignments when they entered the University. Moreover, only six percent of the faculty respondents felt that their students required no further instruction in the use of the library.

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[2] These figures are derived from the total response of both undergraduate and graduate students to question 3 in the "Student Survey" while the figures in Tables 7 through 9 are derived from student respondents according to classification, e.g., freshman, sophomore, etc.

In the opinion of the faculty respondents, the library skills demonstrated by graduate students are better than those demonstrated by undergraduates. What accounts for this difference? The survey data suggests two possible explanations: 1) library instruction received at the college level is more effective than library instruction received at either high school or public library levels; and 2) graduate students may be acquiring library skills informally as did the majority of the faculty respondents.

Faculty expect that students will acquire certain basic library skills in their academic careers. How do the faculty envision that this will happen? The "Faculty Survey" indicates that faculty members view library instruction as a shared responsibility between the faculty and the General Libraries. Sixty-three percent of the faculty respondents favored a required course such as freshman English where faculty and librarians collaborate to provide instruction on library skills as a way in which students can learn to use the library. Course-related instruction (bibliographies of reference sources or exercises) prepared by the librarians at faculty request was more popular than classroom presentations by librarians.

Departments vary considerably in the percentages of faculty respondents who teach courses requiring library use. Attitudes toward different methods of library orientation and instruction also vary greatly from department to department. It is not surprising that both surveys indicate a strong preference for the most familiar types of library instruction. In both surveys, library handouts and bibliographies as well as orientation tours of libraries ranked high.

An interesting finding is that the ten departments with the highest percentages of faculty teaching courses which require library use are frequently ranked among the top ten departments expressing interest in the types of orientation and instruction enumerated in the survey. This suggests a significant correlation between teaching courses requiring library use and interest in user education.

In answering the question on library instruction received at the University, students confirm the data collected on user education activites within the General Libraries: formal instruction by the campus libraries to improve the library skills of students is reaching a limited number of students. The surveys indicate the need for a comprehensive user education program. The data collected in both surveys will be valuable in determining target populations and planning approaches for pilot user education programs.

In summary, the surveys indicate the following:

1. There is a strong, positive interest in library use and library instruction.

2. Students recognize the increasing importance of library skills as they advance academically with over half of the student respondents using the library at least once a week.

3. The majority of the faculty report teaching courses which require library use, but rate their undergraduate students' abilities to use library resources as fair to poor.
4. Pre-college library instruction is of limited usefulness.
5. The library skills demonstrated by graduate students are considerably improved over those demonstrated by undergraduate students.
6. Students and faculty may rely on informal methods to obtain necessary library skills.
7. The faculty favor instructional means that involve faculty/librarian collaboration.
8. The faculty and students showed the greatest preference for library instruction methods with which they were the most familiar.
9. Formal library instruction is reaching a limited number of students.
10. The surveys indicate the need for a comprehensive user education program.

III. PRESENT USER EDUCATION ACTIVITIES

Prior to September 1974, the General Libraries did not systematically record user education activities. Lacking information on which to base a new overall program, the 1974/75 User Education Committee initiated a questionnaire requesting public service units to summarize their user education activities during the period September 1, 1974 through March 31, 1975. Based on information gained from that questionnaire, the Committee then devised report forms to continue the collection of user education statistics on a regular basis. Monthly report forms have now been kept by public service units since April 1975.

Two types of statistics have been reported on these forms: 1) group orientation sessions and bibliographic instruction sessions by library staff members and 2) classes and groups for which instructional material was prepared and used during the month but library staff members were not present (e.g., exercises prepared as part of course-integrated instruction, self-guided tours required by instructors, etc.). The report forms have yielded a great deal of numerical data on the quantity of user education taking place within the General Libraries; however, no means has yet been devised to evaluate the quality of the activities reported. It must also be recognized that many user education activities fall outside the scope of the monthly report forms. They do not include, for example, the users who have individually picked up self-guided tours, brochures, and library produced bibliographies, study guides, and other publications. Nor do they include users who have received informal instruction from librarians on an individual basis. These limitations must be kept in mind when reading the following statistical analysis of user education activities.

September 1, 1974 - August 31, 1975

During this period fewer than 7,000 users received group orientation or instruction from librarians. A complete analysis of user education activities is not possible since the figures prior to April 1975 are estimates. However, according to statistics available for April - August 1975, almost twice as many users attended orientation tours or lectures as attended bibliographic instruction sessions. It is apparent, however, that the bulk of user education was done by the Main Library and the Undergraduate Library.

September 1, 1975 - August 31, 1976

During the 1975/76 academic year, 7,290 users participated in one of the 217 orientation or 177 bibliographic instruction sessions given by library staff members. Fifty-eight percent of these users attended orientation sessions and 42% attended instructional presentations. Undergraduates received 64% of the orientation and 58% of the bibliographic instruction reported. Graduate students received 22% of the orientation and 36% of the bibliographic instruction.

An additional 9,602 users were in classes or groups which received orientation or bibliographic instruction by means of printed material prepared by librarians, although librarians did not meet with them personally (category 2 on the User Education Report form). All but 47 of these users were undergraduates. The Undergraduate Library's self-guided tour was taken by 4,275 students in freshman English (E306, E307 special and E308 special) and by 109 students in the International Office's Intensive English course. Five hundred and twelve students taking upper division courses in the College of Business Administration received an orientation to the Business Administration-Economics Library through its self-guided tour or brochure. UGL Study Guides and worksheets were used to teach basic library skills to 4,125 students taking second semester freshman English (E307 and E308) and to 501 students taking other lower division courses. These figures illustrate how the audience for user education can be expanded by incorporating printed instructional material or media prepared by librarians into existing courses which require library use. A total of 16,892 received formal user education either through group orientation/instruction sessions given by staff members or through orientation/instruction materials prepared by library staff but presented by classroom instructors. Of these 9,203 were given library orientation and 7,689 were given bibliographic instruction. Undergraduates received 83% of both the orientation and the instruction. Graduate students received 10% of the orientation and 15% of the instruction. Although it appears that comparatively little attention is being given to graduate students' needs, this inequality is less striking when user education statistics are compared to student population figures. On the basis of the student population profile for Fall 1975, prepared by the Registrar's Office, 23% of all undergraduates and 13% of all graduate students participated in library orientation; and 19% of all undergraduates and 16% of all graduate students received some bibliographic instruction.

Statistical Summary of User Education by Public Service Units--September 1, 1975 - August 31, 1976

Thirteen of the 15 branch libraries sponsored at least one orientation session, while only six report any bibliographic instruction sessions. Branch staff led 56% of the orientation sessions given by units of the General Libraries. Five units were responsible for the bulk of these orientation sessions: Art, Education/Psychology, Engineering, Library School, and Pharmacy. In addition to the 2,509 users who attended branch orientation sessions, another 512 students took the Business Library's self-guided tour or read its brochure as a class assignment. The branch staff gave 21% of the bibliographic instruction sessions reported in 1975/76. Three units accounted for most of these sessions: Chemistry, Education/Psychology, and Engineering.

Computer-based Information Services (CIS) held one third of the 177 bibliographic instruction sessions reported within the General Libraries. Although an accurate breakdown of categories of users was not kept, it is estimated that 90% of the 600 users instructed were graduate students and 8% were undergraduates. CIS was responsible for instructing approximately half of all the graduate students who received formal bibliographic instruction by the General Libraries.

The Main Library was responsible for 20% of the orientation sessions and 21% of bibliographic instruction sessions given within the General Libraries during the 1975/76 academic year. Sixty-four percent of the users who attended orientation sessions were undergraduates, but attendance at instructional sessions was almost equally divided between undergraduates and graduate students. The bulk of both the orientation and instruction reported by public service units in the Main Library was done by the reference staff.

Special Collections were responsible for 10% of the orientation sessions and 2% of the bibliographic instruction sessions reported in 1975/76. Nearly all these sessions were held by the Benson Latin American Collection. More than half of the participants at the orientation sessions were non-students.

The Undergraduate Library was responsible for 15% of the orientation sessions and 21% of the bibliographic instruction sessions given by library staff members. In addition to the 542 users who attended group orientation sessions, another 4,384 students took the Undergraduate Library's self-guided tour as part of the course-integrated library orientation program in first semester freshman English and the International Office's Intensive English curriculum. Forty percent of all undergraduates who attended bibliographic instruction sessions went to presentations led by UGL staff members. In addition to these 919 students, another 4,626 received instruction in basic library skills in second semester freshman English and other lower division courses in which library skills have been integrated into the curriculum.

Overview of Orientation Activities--September 1974 - August 1976

Library orientation was the most common type of user education provided within the General Libraries. Orientation is accomplished through lectures, guided tours, self-guided printed tours and other publications.

Orientation lectures and guided tours are usually given at the request of instructors or campus groups. Requests from instructors teaching undergraduate courses in art, education, and pharmacy accounted for many of these sessions. Others were part of general orientation programs for new students. For example, in June 1976, 169 undergraduates were given tours of the Engineering Library in conjunction with the College of Engineering's Orientation Tour of College Facilities. Many of the orientation sessions reported by Main Reference and the Undergraduate Library were requested by the International Office for foreign students.

Librarians have also given tours or orientation talks to new faculty in the College of Business Administration and the School of Nursing, new graduate students in geology, teaching assistants in English and the Natural Sciences, conference participants, Students Older Than Average, and high school students.

In addition to the users who were oriented to the libraries by tours or orientation talks, thousands of others took self-guided printed tours, either as class assignments or on their own initiative. In 1975 the Undergraduate Library and the Business Administration-Economics Library prepared printed tours of their facilities. A printed tour was prepared for the Main Library in Spring 1976. Each of the printed tours is available to all users unfamiliar with a unit's arrangement and facilities.

Other publications available at public service desks help users orient themselves. Since 1974 the "Library Directory," a map of library locations with phone numbers and hours, has been published biannually. A series of brochures describing public service units was also initiated in 1974. At the end of the 1975/76 academic year, brochures explaining the procedures, organization and collections of the Art, Battle Hall, Biology, Business Administration-Economics, Chemistry, Classics, Engineering, Geology, Library School, and Physics-Math-Astronomy Libraries were available. Other publications which have been produced within the last several years include a brochure describing Inter-Library Service, handouts on Computer-based Information Services, and the Bookmark Series, which has included information on the Main Library Stacks, a stack directory, a description of the Collections Deposit Library, and general information for borrowers. The General Libraries Handbook for

Faculty and Graduate Students and the Library Acquisitions Manual for Faculty, published in Fall 1975, are both routinely sent to new faculty members. The former was also mailed to all current faculty shortly after it became available. Another publication, The General Libraries Newsletter, was sent to the faculty in Spring 1976. The issue was devoted to public services.

Information about library facilities and services routinely appears in other University publications. Among these are the General Information Bulletin, the Division of General and Comparative Studies' Guide for Entering Provisional Students, On Campus, and the Daily Texan. In addition, a half hour television program for parents of incoming students, produced by the Closed Circuit Television Office for the Office of the Dean of Students, included a segment on campus libraries. The program was broadcast on public broadcasting stations throughout the state in August, 1976.

Graphics are also available to help users locate service points and major information sources. During the past two years many signs have been placed in the Main Library, the Undergraduate Library, and branch libraries.

Overview of Bibliographic Instruction--September 1974-August 1976

Bibliographic instruction, like orientation, is most frequently provided in response to faculty requests, although some librarians have initiated contacts with instructors. The librarians from the Art and Engineering Libraries have contacted instructors in their colleges by letter, informing them of available user education services. The Undergraduate Library has established a close working relationship with the Office of Freshman English, as the result of a proposal for course-integrated library instruction presented to the Freshman English Policy Committee in May, 1975. Other faculty contacts have been initiated when librarians have encountered course assignments for which students have inadequate library skills.

Bibliographic instruction sessions led by library staff members have included regularly scheduled demonstrations of manual and computer searching of ERIC and Psychological Abstracts by Computer-based Information Services (CIS), numerous presentations by librarians from the Main Library and Undergraduate Library on literature searching in various fields, and occasional presentations by librarians in the branches and special collections. Nearly one-third of the presentations given in 1975/76 by public service units in the Main Library (Documents, HRAF, Periodical, and Reference) were for sections of one course, Sociology 317K, Introduction to Social Research. Altogether courses in the College of Behavioral and Social Sciences accounted for half the bibliographic instruction sessions given by the Main Library. Courses in the Graduate School of Library Science, the English Department, the Department of Radio-Television-Film, and the Division of General and Comparative Studies, accounted for the remainder. The majority of the sessions given in the past year by the Undergraduate Library were for sections of Speech 319, Business and Professional Speaking. The Chemistry Librarian has instructed nutrition students on the research sources for the past five semesters. This past year he also met with students in two chemistry courses and one chemical engineering course. The Biology Librarian met with beginning graduate students in zoology. Other than this, no bibliographic instruction sessions for courses in departments within the College of Natural Sciences have been reported. Librarians in the Education/Psychology Library met with graduate students studying drama, and with an undergraduate economics course. The Engineering Librarian instructed students in one chemical engineering course, two architectural engineering courses, and one library school course. Special Collections librarians met with two history classes and one course given by the Center for Middle Eastern Studies.

Considering that interest in classroom presentations was expressed by 47% of the instructors who responded to the "Faculty Survey," there are obviously many opportunities for bibliographic instruction which have not yet been exploited. Seven hundred and thirty-seven instructors from sixty-six departments indicated they thought the General Libraries should provide classroom presentations on library skills and resources by librarians. Yet during the 1975/76 academic year presentations were given in only 21 departments.

The second major method of bibliographic instruction for which statistics have been collected involves groups instructed by material prepared by librarians but not presented by them personally. Instruction on basic library skills was integrated into the freshman English curriculum on this basis in 1975. Last year students in 162 sections of required English courses compiled bibliographies for their term papers using Study Guides and worksheets prepared by the Undergraduate Library's staff. In addition to publishing a series of thirteen Study Guides and eleven worksheets, the Undergraduate Library developed its collection to support extensive research demands on approximately eighty topics. Instead of meeting individually with classes, a virtual impossibility for a reference staff of four, the librarians meet with instructors at the beginning of each semester to distribute library materials, discuss students' library problems, and explain the library component of the course syllabus. Evaluations completed by both instructors and students have indicated that this method of teaching library skills has been effective. Variations of the freshman English program of library instruction have been employed in Technical Writing and Intensive English courses. The method is especially applicable in courses taken by large numbers of students with similar research needs.

The possibilities inherent in instruction which relies on bibliographies, exercises, or other material prepared by librarians have not yet been explored. Sixty percent of the instructors who responded to the "Faculty Survey" expressed interest in this form of library instruction. Up to now such instruction has not been implemented outside the English Department, although, according to the "Faculty Survey," 942 instructors in 67 departments think the General Libraries should provide it.

Bibliographic instruction takes many forms other than those tabulated on the monthly user education forms. The Business Library staff has developed a series of transparencies and bulletin board displays featuring basic business reference sources. Bibliographies and handouts explaining typical index entries accompany most of the displays. Another example of the use of graphics to teach library skills is the wall mural in the Undergraduate Library which depicts general search strategy. Copies of UGL Study Guides explain how to find books, periodical articles, statistics, information about people, places, etc.

Between January and September 1976, seventeen bibliographies in the General Libraries' Selected Reference Sources series were published and made available to users in appropriate public service areas. The annotated bibliographies cover such subjects as accounting, anthropology, education, sociology, and women's studies. They are a valuable aid both to users and to reference librarians who must refer students to sources in other units. In addition to the bibliographies in the Selected Reference Sources series, others have been compiled for distribution by librarians at instructional sessions. Access to the commercially published Pathfinder series, as well as to bibliographies produced by the General Libraries and other college and university libraries is facilitated by a KWIC subject index prepared by the Undergraduate Library.

Although slide projectors, tape recorders and players, an overhead projector, a copy stand, a projector, and other audio-visual equipment have been acquired in the past two years, for the most part librarians have found they lack either the time or the production skills to take advantage of them. Several librarians have used slides or transparencies to illustrate orientation or instructional presentations. The Undergraduate Library has produced point-of-use audio tapes explaining the use of the Readers' Guide and Essay and General Literature Index. In April 1976 a six minute videotape on library search strategy was produced with the assistance of the Closed Circuit Television Office. The videotape supplements the printed materials on which bibliographic instruction in freshman English is based. The program can be scheduled for both classroom viewing and individual viewing on the four monitors in the Audio Library.

User Education Resources

Responses to the March 1975 questionnaire sent to bibliographers and public service and special collection librarians helped the Committee assess user education resources and needs. Media equipment and materials, support staff, and classroom space were most frequently mentioned as the resources not available to librarians. Joint programs, graphics, professional assistance in preparing audio-visual materials, and more time to devote to user education were also mentioned as resources which would be useful. Some units reported that they had access to departmental classrooms and many librarians cited instances of faculty or student interest in user education. They also suggested many ways a user education program for their particular clienteles could be publicized. These included departmental faculty meetings, council meetings of colleges and schools, announcements on departmental and library bulletin boards, departmental or college newsletters, faculty mailouts, meetings of teaching assistants, and articles in campus publications.

Most librarians have had experience with one or more methods of user education. Thirty-one indicated they have given library tours. The other user education activities librarians have been involved in are bibliographic instruction (28), orientation lectures (25), preparation of bibliographies and other printed materials (22), and instruction on using individual tools (21). Additional activities mentioned included experience in teaching courses, preparing slide-tape programs and transparencies, and bulletin boards. The activities librarians are particularly interested in are bibliographic instruction (20) and orientation lectures (12). Eight librarians said they were interested in preparation of bibliographies, instruction on using individual tools, and library tours. Other activities mentioned were course-integrated instruction, computer-assisted instruction, and point-of-use media programs.

A great deal of interest was expressed in continuing education to help librarians teach more effectively and prepare instructional materials. Also noted was the need for more information about evaluation techniques and for exposure to what other librarians are doing. The User Education Committee responded by scheduling two staff meetings devoted solely to discussions and demonstrations of on-going instructional activities within the General Libraries. Other meetings have been devoted to a discussion of the advantages and disadvantages of various types of tours and to a demonstration of computer-assisted bibliographic instruction.

Summary

The monthly user education report forms clearly show that though library orientation and instruction is taking place, it is reaching only a limited number of actual or potential users. With the exception of course-integrated instruction in basic library skills in freshman English, most bibliographic instruction which has taken place has been confined to a single class period. Although this may be sufficient to help students find the resources they need for a particular assignment, it does not necessarily give them the framework to satisfy their continuing and varying information needs. In many of the departments in which instructors expressed dissatisfaction with students' ability to use library resources, the General Libraries has provided either no orientation or instruction, or orientation or instruction for only a few students in one or two courses.

The absence of a comprehensive program of user education has contributed to a tendency for each library unit to operate in a vacuum, regardless of what is being done in other units. Due to the lack of well-defined user education goals, objectives, and areas of responsibility, there is little pattern in the activities which have taken place. Instead of directing their energies toward the development of on-going, cumulative programs, librarians have generally responded to the usually *ad hoc*, spur of the moment, requests that are made of them. As a result, some education classes are instructed in the Main Library, others in the Education/Psychology Library. Economics classes have been instructed by librarians in three units and lower division English classes by librarians in two units.

The establishment of priorities should help librarians spend the limited time they have available for user education more profitably. Requests for orientation and instruction peak in four months: September, October, January, and February. The intervening months could be used working with faculty to plan ways to help students satisfy anticipated information needs.

IV. USER EDUCATION PROGRAM

A. Introduction

The General Libraries serves a large and complex university. The faculty and student surveys described in Section III indicate that there is a strong positive interest in the library and recognition of the increasing importance of library skills as students advance academically. The surveys also indicate the limited usefulness of pre-college library instruction and limited extent of formal instruction at present and thus reliance on informal methods to obtain necessary library skills.

The beginnings of an instructional program is evident in the General Libraries. The Undergraduate Library is in the second year of a program designed to reach most entering freshmen. A greatly expanded General Libraries publication program has provided information to many users about the libraries, their resources and services. The Business Adminstration-Economics Library's bulletin board project, the CIS weekly demonstrations, and the series of user education lectures in fall 1976 in the Benson Latin American Collection are examples of recent efforts to reach specific user groups. However, the General Libraries lacks a coordinated and comprehensive program of user education. There is limited formal evaluation and present activities are reaching only a small part of our user community with programs available to serve only certain categories of users.

The User Education Program has been developed to meet the need for a more coordinated and comprehensive program for the General Libraries. It is designed to increase the library competency of the University community. Since user education is a continuing process, specific programs designed to meet user needs must change as the needs change and as a result of program evaluations.

User education may be defined as falling into three separate, but inter-related areas: 1) user awareness, 2) orientation, and 3) bibliographic instruction. The overall goals for the User Education Program parallel these three areas:

1) *USER AWARENESS:* To increase user awareness of the library as a primary source of information and as an agency to which users may turn for assistance with their information needs. To achieve this is an essential first step if users as well as non-users are to fully utilize the resources of the General Libraries. Once users are made aware of the services and resources available to them, they must be oriented to campus library facilities.

2) *ORIENTATION:* To acquaint users with campus library facilities. Orientation is intended:

   a. To familiarize users with the physical layout and the procedures for using the library units relevant to their needs.

b. To make users aware of the staff that is available to assist them and to make users comfortable seeking assistance.

c. To inform users about basic library holdings records such as the card catalog and serials list that can be used to locate materials within the system.

Orientation is the second essential step in user education which lays the groundwork for bibliographic instruction which helps users to become effective library users.

3) *BIBLIOGRAPHIC INSTRUCTION:* To help users take maximum advantage of library resources to meet their information needs. To achieve this goal, bibliographic instruction programs must be designed:

a. To improve users' skills in making effective use of library collections, services, and staff.

b. To increase users' abilities to make independent use of these resources.

The specific programs designed to achieve the above overall goals are outlined below.

B. User Awareness

The first overall goal of the User Education Program is:

> *To increase user awareness of the library as a primary source of information and as an agency to which users may turn for assistance with their information needs.*

1. Programs designed to increase visibility and inform potential users:

   a. General public relations programs

      *1) Consistent effort to supply news of the Library and its staff to campus publications, e.g., On-Campus, and to city, state, or national publications when appropriate.

      *2) Publication of The General Libraries Newsletter

      3) Public relations spots or five-minute programs about the Library on KUT

   b. Programs to publicize the libraries, their resources and services to the University community

      *1) Library information in University catalogs, e.g., General Information Bulletin, etc.

      *2) Library hours telephone

      3) Telephone stickers with Reference Department telephone number

*These programs are currently available in varying degrees.

*4) Participation in campus programs such as Union Showcase, Health Fair, etc.

5) Library display on the West Mall during the opening days of the fall semester to take the Library to potential users instead of waiting for them to come to the Library

6) Tapes placed in the Counseling Psychological Services Center on library services, e.g., reference

7) Talks by librarians on topics of general interest to groups where potential users are present such as Texas Union sandwich seminars

8) Ads in The Daily Texan

9) Posters

10) Handouts and flyers

11) Union "Info Fone" to publicize scheduled programs

2. Programs designed to reach specific categories of users

a. Students

1) Inclusion of library button, directory, or poster in the Dean of Students summer orientation program packet

*2) Inclusion of library information in Graduate Guide published by Graduate Student Council

*3) Contacts with student organizations such as the Student Senate, Graduate Student Council, etc.

b. Faculty and professional staff

*1) Participation in University orientation programs for new faculty (see Section IV.C. Orientation)

*2) General faculty mailings, e.g., reserve memorandum, Handbook for Faculty and Graduate Students, Library Acquisitions Manual for Faculty, etc.

c. Staff

1) Participation in University orientation programs for new staff members (see Section IV.C. Orientation)

2) Library information published in Personnel-O-Gram

*These programs are currently available in varying degrees.

*3) Mailings to appropriate University administrators of library publications, reports, and other material to help make them aware of the scope and kinds of library resources and services available to the University community and the contribution of the General Libraries to the educational process

d. In addition to the above, librarians who serve specific clienteles, e.g., branch librarians and bibliographers, should be aware of and utilize the following means to publicize the library and its services:

*1) Inclusion of library unit news in departmental or other newsletters published on campus

2) Utilization of departmental bulletin boards where appropriate

*3) Personal contact with individuals and group meetings, e.g., faculty meetings; and meetings of student organizations

3. Programs designed to acquaint users with different library units and services

Handouts, posters, and flyers describing the services and resources of various units should be used as appropriate.

C. Orientation

The second overall goal of the User Education Program is:

To acquaint users with campus library facilities.
a. To familiarize users with the physical layout and the procedures for using the library units relevant to their needs.
b. To make users aware of the staff that is available to assist them and to make users comfortable seeking assistance.
c. To inform users about basic library holdings records such as the card catalog and serials list that can be used to locate materials within the system.

1. Programs designed to reach all categories of potential users

a. Public records, and policies and procedures which affect users. Important to the success of orientation, as well as bibliographic instruction programs, is a consistency and uniformity in public records and in policies and procedures which affect users. Such consistency is essential to enable users to utilize knowledge acquired in one library in other library units without substantial reorientation. The General Libraries should continue its efforts in these areas and work towards greater uniformity in such areas as arrangements of card catalogs, filing rules, public reserve and serial records, cataloging policy, and circulation and reserve policies and procedures.

*These programs are currently available in varying degrees.

b. Graphics

The following graphics should be found, as appropriate, in each library unit:

*1) Directional graphics including location of libraries within non-library buildings

*2) Graphics to identify service points, major reference tools, and stack locations

c. Publications

*1) "Library Directory"

*2) Branch brochures or other guides for each library and for services such as CIS and ILS

*3) Bookmark Series

d. Tours

*1) Self-guided tours of major libraries in printed or cassette format (e.g., Perry-Castañeda, UGL, Benson Latin American Collection)

*2) Provision for guided tours in each library unit, as appropriate, e.g., scheduled tours at the beginning of the semester or in response to faculty requests

e. Displays and media presentations

*1) As appropriate in library units, e.g., a floor plan of the library

2) Media "display" of the library system possibly using telephone headsets, slides, etc, or a film loop available in lobby areas of Perry-Castañeda and UGL

2. In addition to the general programs listed above, these programs are designed to reach specific categories of users:

a. *Lower Division Undergraduates*

The following program is intended to help Lower Division Undergraduates achieve these library objectives:

1) *Lower Division Undergraduates are familiar with the physical location of essential areas and resources within the Undergraduate Library.*
2) *They know the basic procedures for charging out books and their responsibilities as borrowers.*

*These programs are currently available in varying degrees.

3) *They know the basic procedures for using the reserve collection.*
4) *They know the basic procedures for finding periodicals.*
5) *They know that there are many other libraries and collections available for their use. They know that the reference staff, the Perry-Castañeda Library Public Catalog, and the Serials List can direct them to materials elsewhere on campus.*
6) *They are familiar with the layout and procedures of other campus libraries which their assignments require them to use.*
7) *They consult librarians for assistance and suggestions whenever appropriate.*

Programs coordinated by the Undergraduate Library:

*1) Self-guided tour of the Undergraduate Library as required in the freshman English curriculum

*2) Orientation information presented as part of instructional activities described in IV.D.

*3) Talks for teaching assistants who instruct students enrolled in courses included in the Undergraduate Library instructional program (see Section IV.D. Bibliographic Instruction)

b. *Upper Division Undergraduates*

The following program is intended to help Upper Division Undergraduates achieve these library objectives, in addition to those they should have mastered at the lower division level:

1) *Upper Division Undergraduates are able to locate information in the branch libraries and/or special collections relevant to their major fields of study.*
2) *They are aware of other resources which may not always be accessible through the Perry-Castañeda Library Public Catalog (e.g., microforms, documents, newspapers, vertical files, HRAF, etc.).*
3) *They know which librarians can assist them with their information needs.*

Programs involving librarians from the Perry-Castañeda Library, the branches and special collections:

Colleges and departments will be contacted and encouraged either to incorporate orientation into a basic course in their degree programs or to require or recommend an elective library skills course which would include orientation. Upper division orientation is preferably discipline or subject oriented, complementing but not duplicating that at the lower division level. Most orientation information is presented as part of the instructional activities described in IV.D.

*These programs are currently available.

c. *Graduate Students*

Graduate Student orientation is discipline or subject oriented. However, material covered in orientation programs for undergraduates may be included for students new to the University. The following program is intended to help Graduate Students achieve these library objectives:

1) *Graduate Students are familiar with the physical location of essential areas and resources of the Perry-Castañeda Library.*
2) *They are familiar with the Perry-Castañeda Library's Public Catalog and the Serials List for locating books and periodicals.*
3) *They are informed about General Libraries' circulation policies and procedures including the 28 day loan period, Proxy Cards (for students working with faculty members), Courtesy Borrower Cards (for students working on dissertations/theses on campus but not officially enrolled as students), and carrel assignments.*
4) *They are aware of library services available to them on campus including reserve services, Inter-Library Service (ILS), Computer-based Information Services (CIS), user education programs (orientation and bibliographic instruction), and photoduplication services.*
5) *They know specific bibliographers and librarians who have expertise in their areas of research and can assist them.*
6) *They are familiar with the physical location and resources of other campus libraries, especially those with collections in their subject areas.*
7) *They are aware of off-campus information facilities (as a supplement to the University Library) and know how to gain access to these other resources.*

Programs involving librarians from the Perry-Castañeda Library, the branches, and special collections:

Colleges and departments will be contacted and encouraged to incorporate orientation into a basic required course for graduate students. Orientation may be incorporated into informal library seminars and workshops or course-related instruction. Most orientation information is presented as part of the instructional programs described in IV.D.

d. *Special Categories of Students*

In addition to helping to achieve the second overall goal for the User Education Program, specific objectives appropriate to particular categories of users will be developed.

1) New students

   a) Freshmen

      These students are reached through the Undergraduate Library's instructional program in freshman English.

b) Transfers

These students are reached through other programs since it is difficult to identify them as a group.

c) Graduate Students

1) Distribution of the General Libraries' Handbook for Faculty and Graduate Students to new graduate students, e.g., through the graduate advisers

*2) Information about the library in the Handbook for Teaching Assistants which is distributed to new Teaching Assistants

2) International Students

a) UT enrolled

Programs involving librarians working with users at particular levels:

*1) Tour of the Undergraduate Library as part of the required English curriculum for foreign students

*2) Tours or talks to other courses for foreign students as requested

3) Publications in registration packets and for distribution by the International Office, foreign student organizations, and public service units

a) Polyglot glossary of library terminology

b) Specially prepared publication describing services, procedures, and user responsibilities for those unfamiliar with U.S. libraries

b) International Office Intensive English Students

Program coordinated by the Undergraduate Library and the International Office:

*1) Orientation talks to new Intensive English instructors regarding library services available for students

*2) Self-guided tours of the Undergraduate Library accompanied by instructor, as required part of Intensive English curriculum

3) Special Services Students

(Includes ethnic minorities, economically disadvantaged, handicapped, Students Older Than Average, etc.) Talks, tours, or special publications may be arranged upon request.

*These programs are currently available.

4) Conference, Institute and Workshop Registrants

The Library Office will make arrangements for appropriate orientation activities when borrowing privileges are requested.

5) Special Students

These students may be reached through other programs.

e. *Faculty and Professional Staff*

The following program is intended to help faculty and professional staff achieve these library objectives:

1) *Faculty and Professional Staff are familiar with relevant circulation policies and procedures.*
2) *They are aware of the strengths and limitations of the library collections, both in terms of research projects and in assigning work to their students. They are aware of the need to inform the appropriate bibliographer of materials in their fields which become available for acquisition and of which the library staff may have no other knowledge.*
3) *They know that the library can support their teaching and research through Inter-Library Service (ILS), reserves, preparation of bibliographies, physical facilities (such as seminar rooms and media facilities), and provision of Computer-based Information Services (CIS) in some fields.*
4) *They are aware of bibliographic instruction and orientation programs for their students and have realistic expectations regarding their students' capabilities in using the library.*
5) *They are acquainted with librarians who can serve as liaison persons to help with any library-related matter.*

Programs involving appropriate libraries coordinated by the Library Administration:

1) New Faculty and Professional Staff

*a) Letters to new faculty giving the name of appropriate bibliographers and library liaison and including appropriate library publications such as the Handbook for Faculty and Graduate Students, Library Acquisitions Manual for Faculty, reserve memorandum, "Library Directory," and Bookmark Series

*b) Information about the Library in Handbook for Faculty, which is distributed to new faculty

*c) Orientation talks for new faculty by library administrators, bibliographers, and liaisons

*These programs are currently available.

d) Incorporation of brief information about the Library in OPSER's orientation program for new staff in which professional staff participate

e) Orientation of new professional librarians is the responsibility of individual supervisors and of the General Libraries' Administration and is not covered in this program

2) Current Faculty and Professional Staff

*a) *Distribution of new publications*, such as announcements of new services and revisions of previously distributed publications

*b) Personal contacts and visits by librarian liaisons

c) Talks about new facilities and services by library administrators and liaisons at department, college, or other faculty and staff meetings

f. Staff

The following program is intended to help staff achieve these library objectives:

1) Staff are acquainted with the availability of library services of particular usefulness to them in the effective performance of their responsibilities and know whom to contact in order to utilize appropriate services.
2) They have a knowledge of library procedures appropriate to their work including how to order library materials and/or place materials on reserve at the request of a faculty member, and how to charge materials out of the library.

Programs involving appropriate librarians coordinated by the Library Administration:

1) Incorporation of brief information about the library in OPSER's orientation program for new staff

2) Library information sheet for staff to be distributed in orientation packets for new staff or library information incorporated into a revised OPSER Staff Handbook

3) Announcements in Personnel-O-Gram regarding library services, policies, and procedures

4) Periodic orientation sessions for secretaries and other classified staff and a possible multi-media presentation publicized through the Personnel-O-Gram

*These programs are currently available.

g. Non-UT Austin

Orientation of non-UT Austin users is achieved in part by the distribution of appropriate Library publications, e.g., information to Courtesy Borrower Card holders at the time they apply for a card, and through individual assistance at the time of need. Tours may be arranged upon request.

D. Bibliographic Instruction

The third overall goal of the User Education Program is:

> *To help users take maximum advantage of library resources to meet their information needs.*
> *a. To improve users' skills in making effective use of library collections, services, and staff.*
> *b. To increase users' abilities to make independent use of these resources.*

Definitions:

Course-related library instruction: Instruction focuses on the particular skills and tools that are helpful for a particular assignment. The librarian's goal is to provide practical advice on how to find information needed for that assignment. Library instruction is a means to an end: the successful completion of a library related assignment.

Course-integrated library instruction: Library instruction is incorporated into a course as an end in itself. The course has both library and subject matter objectives. One of the course's goals is to raise the level of students' library competency.

Course rank: At The University of Texas at Austin, the two digits on the right of a three digit course number indicate the rank of the course: if 01 through 19, the course is of lower-division rank; if 20 through 79, of upper-division rank; if 80 through 99, of graduate rank.

Responsibilities:

U.T. School or College	Library Responsible for Bibliographic Instruction*		
	Lower-Division	Upper-Division	Graduate
Architecture	Arch	Arch	Arch
Business Administration	PCL	PCL	PCL
Communication	UGL	PCL	PCL
Advertising	PCL	PCL	PCL
Education	PCL	PCL	PCL
Engineering	Engin	Engin	Engin
Fine Arts: Art	Art	Art	Art
Drama	PCL	PCL	PCL
Music	Music	Music	Music

*The Perry-Castañeda Library is indicated by the symbol PCL. Cataloging location symbols are used to designate other libraries.

U.T. School or College	Library Responsible for Bibliographic Instruction		
	Lower-Division	Upper-Division	Graduate
General and Comparative Studies			
Asian Studies	Asian	Asian	Asian
Ethnic Studies (Mexican American)	LAC	LAC	LAC
Latin American Studies	LAC	LAC	LAC
Middle Eastern Studies	MEC	MEC	MEC
Other	UGL	PCL	PCL
Humanities	UGL	PCL	PCL
Law	N/A	N/A	Law
Graduate School of Library Science	N/A	LIB SCH	LIB SCH
Natural Science			
Astronomy	PMA	PMA	PMA
Biological Sciences	BIOL	BIOL	BIOL
Chemistry	CHEM	CHEM	CHEM
Computer Sciences	PCL	PCL	PCL
Geological Sciences	GEOL	GEOL	GEOL
Home Economics	UGL	PCL	PCL
Nutrition	CHEM	CHEM	CHEM
Mathematics	PMA	PMA	PMA
Physics	PMA	PMA	PMA
Nursing	PCL	PCL	PCL
Pharmacy	CHEM	CHEM	CHEM
LBJ School of Public Affairs	N/A	N/A	PUB AFF
Social & Behavorial Sciences	UGL	PCL	PCL
Graduate School of Social Work	N/A	PCL	PCL

1. Library-developed self-instruction programs

These programs may be designed for and utilized in a program of bibliographic instruction for a specific category of user, (e.g., a point-of-use cassette tape for the Reader's Guide designed for Lower Division Undergraduates or a computer-assisted-instruction (CAI) program on Dissertation Abstracts designed for Graduate Students.) However, since self-instruction programs may be potentially utilized by any category of user they are listed here rather than with programs designed for specific categories of users.

a. Publications

*1) Selected Reference Sources. This series is designed to provide basic annotated bibliographies on broad subject fields, e.g., Anthropology, Latin-American History, U.S. Politics, etc.

*2) Pathfinders. This commercially published series is designed to provide information on more specific aspects of broad subjects and includes general information on how to locate information on the subject as well as citations to specific titles. A complete file is found in the Undergraduate Library with selected numbers in other libraries.

*These programs are currently available in varying degrees.

*3) Study Guides. This series is designed to provide basic information on how to locate specific types of information, e.g., books, periodical literature, etc.

b. Point-of-use Instructional Aids

Point-of-use instructional aids provide users with instruction at the time and place of actual need. A variety of media and equipment may be utilized, e.g., written guides, cassette tapes, video-tapes, slide/tape presentations, sound-filmstrips, etc. Point-of-use instructional aids should be available in the General Libraries to provide users with basic bibliographic instruction on frequently used tools which require repetitive instruction of users by librarians. Some of these instructional aids may also be used in group presentations.

c. Computer-Assisted Instruction (CAI)

CAI is an especially useful means of programmed instruction for teaching the use of more complex bibliographic tools. Whereas point-of-use instruction is generally limited to a basic explanation of a tool, with CAI the computer may be used to demonstrate solutions to problems, to test the user's comprehension of the explanation, and provide feedback to the students on the correctness of their answers, thus reinforcing learning. Possible topics for the utilization of CAI in the General Libraries include the card catalog, HRAF, and certain indexes which are especially difficult to use.

2. In addition to the library-developed self-instruction programs listed above which may be utilized in providing bibliographic instruction for more than one category of user, programs are designed to reach specific categories of users.

a. *Lower Division Undergraduates*

The following program is intended to help Lower Division Undergraduates achieve these library objectives:

1. *Lower Division Undergraduates are familiar with both general and specialized encyclopedias, use encyclopedia indexes to locate material, and can find unfamiliar encyclopedias in the subject catalog.*

2. *They can locate material in the card catalog (by author, title, and subject), can identify and explain the use of selected elements on a catalog entry, and can adapt their own terminology to that of the subject catalog (using the Library of Congress Subject Headings list, cross references, and tracings).*

3. *They are familiar with general periodical indexes, and aware of more specialized indexes, can use the indexes most likely to meet their information needs, and can interpret the elements in an index entry.*

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* This program is currently available.

4. *They use location charts to find where books are shelved, and they are able to find books shelved under both Library of Congress and Dewey Classification Systems. They use the Serials List to locate periodicals in campus libraries.*

5. *They know that special reference sources exist to find statistics, newspaper articles, reviews, criticisms, bibliographies, government documents, and information about people and places.*

6. *They can plan and implement an efficient search strategy using encyclopedias, the card catalog, periodical indexes, and other sources as necessary.*

1) Program coordinated by the Undergraduate Library:

*a) Course-integrated instruction in the freshman English curriculum

   1) Library competency objectives are incorporated into the syllabi of freshman English courses

   2) Instruction is primarily print-based: students write papers utilizing bibliographies they compile with the aid of library Study Guides and worksheets

   3) Videotapes, slide-tape presentations, audio tapes, and additional printed materials are used to supplement and reinforce information in the Study Guides

   4) Assistance in presenting library materials and evaluating sutdents' library skills is given to English instructors in the course syllabi, in orientation talks, in meetings with sections of E398T (Supervised Teaching for Graduate Students in English), and in individual consultations, as necessary

b) Course-integrated library instruction in other lower division courses for which the Undergraduate Library has primary Bibliographic Instruction responsibility reinforces basic skills introduced in freshman English

c) Course-related instruction will be planned at the request of instructors and may include print-based materials or classroom presentations by librarians

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*This program is currently available.

2) Programs involving librarians from appropriate branches and special collections:

Library instruction in other lower division courses will be developed as appropriate.

b. Upper Division Undergraduates

The following program is intended to help Upper Division Undergraduates achieve these library objectives, in addition to those they should have mastered at the lower division level:

1) *Upper Division Undergraduates use the Perry-Castañeda Library Public Catalog effectively.*
2) *They have a basic concept of how information is organized in their fields. They are familiar with guides to the literature and know how to use the basic reference tools in their fields.*
3) *They can plan and implement a basic literature search in their fields of study and can evaluate, at an elementary level, the usefulness of bibliographic citations in their fields.*
4) *They know the basic elements of bibliographic form and can use basic style manuals in their fields.*

Programs of bibliographic instruction involving librarians from the Perry-Castañeda Library, the branches, and the special collections:

1) Colleges and departments will be contacted, on the basis of interest shown in the "Student Survey" and in the "Faculty Survey," to identify particular faculty interested in course-integrated instruction and specific courses in which course-integrated instruction might be most productive. Departmental honors programs and courses required of departmental majors are examples of possible target courses. Departments will be encouraged to include library competency as a prerequisite to graduation. Specific course-integrated instruction programs will be developed in collaboration with the faculty teaching the courses. This instruction may include print-based materials including bibliographies, subject guides, or other materials developed for the specific courses or classes and classroom presentations by librarians.

*2) Course-related instruction will be planned at the request of faculty members and may include print-based materials or classroom presentations by librarians.

3) Independent of other courses, the General Libraries will develop:

   a) An elective library research course to introduce Upper Division Undergraduates to bibliography and library skills

*This program is currently available in varying degrees.

b) Workshops will be planned to help Upper Division Undergraduates meet specific needs, e.g., term paper clinics, how to do footnotes and bibliographies, how to plan a literature search, etc.

c. Graduate Students

The following program is intended to help Graduate Students achieve these library objectives:

1) *Graduate Students are knowledgeable about general information resources essential for doing research at the graduate level, e.g., National Union Catalog (and foreign counterparts), Union List of Serials and New Serials Titles, and Dissertation Abstracts International.*
2) *They are competent in the use of specialized research tools in their subject areas.*
3) *They are familiar with complex search strategies essential for doing advanced research in their subject areas.*
4) *They know how to stay abreast of current information in their areas of research.*
5) *They understand and consider the limitations of the collection when planning their research projects.*

Programs involving librarians from the Perry-Castañeda Library, the branches and special collections:

1) Colleges and departments will be contacted, on the basis of interest shown in the "Student Survey" and in the "Faculty Survey" to identify particular faculty interested in course-integrated instruction and specific courses in which course-integrated instruction might be most productive. Prime candidates for course-integrated library instruction at the graduate level are graduate research and bibliography courses. (See Appendix 9 for a list of graduate research and bibliograph courses.) Program will be developed in collaboration with faculty and may include print-based materials and classroom presentations by librarians.

*2) Course-related instruction will be planned at the request of faculty members and may include print-based materials and classroom presentations by librarians.

3) Independent of formal courses, bibliographic instruction for Graduate Students will include:

a) Individual consultation. Librarians will assist Graduate Students in individually scheduled interviews to help plan search strategy for theses, dissertations, or other research.

b) Informal library seminars and workshops. These seminars or workshops will be planned to help Graduate Students meet specific needs, e.g., workshops on basic tools needed for dissertation research, subject-based seminars for fields without formal graduate research and bibliography courses covering specialized research tools, the organization of information and doing a literature search in the subject field.

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*This program is currently available in varying degrees.

d. *Faculty and Professional Staff*

The following program is intended to help Faculty and Professional Staff achieve these library objectives:

1) *Faculty and Professional Staff are knowledgeable in current developments in the Library that can aid their library research.*
2) *They are familiar with new bibliographic tools that can aid their library research.*

Program involving appropriate librarians coordinated by the Library Administration:

Informal library seminars. These seminars will be planned in response to interest in topics listed in questionnaires distributed on the faculty mailing list. Topics may include demonstrations of the General Libraries' Computer-based Information Services, use of HRAF by non-anthropologists, new reference tools, use of OCLC public services terminal, limitations of the Public Catalog and how to get around them, etc.

e. *Staff and Non-UT Austin*

No special bibliographic instruction programs are planned for these categories of users.

V. IMPLEMENTATION

A. Introduction

The User Education Program outlined above is not intended to be a rigid or restricting program for user education within the General Libraries. Rather, it is intended to serve as a guide for development of a more comprehensive and coordinated program of library instruction. The actual resources available, the changing needs of users, and evaluations of specific programs will influence the extent, design, and format of the General Libraries User Education Program. Because of these factors, Stage I of the proposed implementation of the Program described below is more detailed than Stages II and III.

B. Stage I: 1977

The most significant development for the General Libraries in 1977 will be the move to the new Perry-Castañeda Library. This move will not only affect the staff time and services of the units of the Main Library and the branches directly involved in the move, but also the other branches, the special collections, and the Undergraduate Library whose staff will also be involved and whose activities will be affected by changes in service patterns. A new library in Welch Hall is also scheduled for occupancy in 1977. As a result of these changes it will be very difficult to implement new programs requiring a large committment of staff resources. It should, however, be possible to begin work in the following areas:

1. User Education Resource Center

A User Education Resource Center is planned for the Perry-Castañeda Library and a room has been set aside for this purpose. This area will include general information on user education and resource material such as a file of annotated citations on reference books, slides, transparencies, etc. useful in developing specific instructional units. The bibliographies in the Selected Reference Sources and the posters and transparencies developed by the Business Administration-Economics Library are examples of materials that might be incorporated in such a file. Utilization of this file by librarians involved in user education should help to avoid duplication of effort and thus make optimal use of staff time devoted to user education. A librarian will be designated to coordinate user education activities in the Perry-Castañeda Library and will be responsible for beginning to develop the Center in 1977.

2. Perry-Castañeda Library

The Perry-Castañeda Library will need to begin to develop publications and orientation programs for users well in advance of the move to the new facility. The orientation programs should include a program for faculty which may serve as a pilot for an expanded program of informal library seminars for faculty and professional staff.

3. User Education Committee

It is recommended that the 1977 User Education Committee be divided into two taskforces with charges to work on specific aspects of the User Education Program. Each taskforce would meet on a weekly basis except once a month when the Committee will meet as a whole for reports on the work of each taskforce. The taskforces and their charges are as follows:

a. Taskforce on Self-Instruction

The charge of this taskforce is "To identify topics for possible point-of-use instruction or CAI. To recommend specific applications. To detail the materials, equipment, supplies, and staff needed for implementation and estimate the cost. To plan, implement, and evaluate one or more pilot programs."

b. Taskforce on Graduate Students Library Instruction

The charge of this taskforce is "To plan, implement, and evaluate one or more informal library seminars or workshops to help graduate students achieve the library objectives listed in the User Education Program. To explore means of implementing a more formal program of individual consultation and implement a pilot program."

4. Action Committee on User Awareness

It is recommended that an Action Committee be appointed to develop a media display on the library system as described in the User Awareness section of the User Education Program for utilization in the lobby areas of the Perry-Castañeda Library and the Undergraduate Library and possible utilization in other ways, e.g., in campus programs such as the Union Showcase. To explore and recommend other user awareness programs such as those mentioned in the User Awareness section of the User Education Program.

5. Undergraduate Library

The Undergraduate Library should continue to develop its instructional programs incorporated into the freshman English curriculum and explore possible expansion into required lower-division undergraduate courses in the social sciences and humanities.

6. Continuing Programs

The Library Administration should continue to coordinate various programs to increase visibility and inform potential users, e.g., to supply news of the Library and its staff to various campus and off-campus publications, to publish The General Libraries Newsletter, to provide library information for University catalogs and other publications and to coordinate participation in University orientation programs for new faculty and general faculty mailings.

Library Division Heads should coordinate within their areas the development of appropriate unit graphics, publications, displays, and tours.

Library Units involved in user education programs are urged to evaluate their current activities in light of the goals and objectives of the User Education Program. Requests from faculty for presentations should be evaluated in terms of the most appropriate methods to achieve the objectives of the presentation. For example, if a guided tour is requested, would a self-guided tour be more appropriate?

Librarians should be alert to opportunities to work with faculty in developing more meaningful and successful programs. For example, when staff become aware of faculty-assigned library exercises or faculty-conducted tours of library facilities, the appropriate librarian should contact the faculty involved and work with them to develop appropriate programs to meet the specific instructional objectives. Librarians should also be encouraged to continue to contribute bibliographies to Selected Reference Sources. The science librarians and the Collection Development Division bibliographers are especially urged to make contributions. The compilers are urged to distribute their bibliographies to appropriate faculty.

Continuing efforts should be made by division heads and the appropriate committees, e.g., the Bibliographic Control Committee and the Circulation Services Committee, to develop consistent and uniform public records and policies and procedures which affect users.

C. Stage II: 1978

Building on, and utilizing, the programs developed in Stage I, the objectives at this stage of implementation are 1) to develop pilot programs of bibliographic instruction and orientation and evaluate their usefulness as a base for expanded programs and 2) to develop support among faculty and students for an expanded program.

1. Lower-Division Undergraduates

The Undergraduate Library should explore alternatives to its instructional program for Lower-Division Undergraduates and make recommendations for future programs.

The Science Librarians should explore possible instructional programs for Lower-Division Undergraduate Natural Science and Engineering courses.

2. Upper-Division Undergraduates

Utilizing data from the student and faculty surveys, particular faculty interested in course-integrated instruction and specific courses in which course-integrated instruction might be most productive will be identified and pilot programs developed in the following areas:

a. One or more upper-division undergraduate social science courses by librarians from the Perry-Castañeda Library.

b. One or more upper-division undergraduate humanities courses by librarians from the Perry-Castañeda Library.

c. One or more upper-division undergraduate natural science and engineering courses by the librarians from the science libraries.

3. Graduate Students

Utilizing data from the student and faculty surveys, particular faculty interested in course-integrated instruction and specific courses in which course-integrated instruction might be most productive will be identified and pilot programs developed in one or more graduate courses. This program will be coordinated by the Perry-Castañeda Library and involve appropriate librarians.

4. Faculty

Utilizing the experience with faculty orientation programs for the Perry-Castañeda Library, informal library seminars for faculty and professional staff will be planned in response to interest in topics listed in questionnaires distributed using the faculty mailing list. This program will be coordinated by the Library Administration and involve appropriate librarians.

5. Staff

The User Education Committee or a taskforce will develop the programs for staff orientation outlined in the User Education Program.

D. Stage III: 1979-

In this stage full implementation of the User Education Program is anticipated. A full program of bibliographic instruction and orientation for all categories of users should be developed as outlined in the User Education Program. More than the other stages of implementation, this stage is dependent upon the provision of additional resources, especially staff resources. Whether or not full implementation is possible will depend upon the availability of librarians in the Bibliographic Control and Collection Development Divisions for participation in instructional programs and the availability of additional funding from the University Administration for supplementary professional and support staff. For these reasons it is critical that the General Libraries begin immediately to recruit professional staff in all areas who can participate in the User Education Program. All new librarians should have interest or experience in some aspect of media or teaching, etc., and/or subject expertise which will broaden the current staff resources. The specific formats of programs at this stage will depend upon the availability of staff resources as well as the evaluation of the pilot programs in Stage II. To develop some programs, for example elective courses, provision for released time is also probably essential.

A COMPREHENSIVE PROGRAM OF USER EDUCATION
FOR THE GENERAL LIBRARIES
THE UNIVERSITY OF TEXAS AT AUSTIN

APPENDIX

APPENDIX 1

CATEGORIES OF LIBRARY USERS

I. University of Texas at Austin
  A. Student
    1. Undergraduate
      a. Lower division
      b. Upper division
    2. Graduate
      a. Non- or pre-thesis/dissertation
      b. Thesis and dissertation
      c. Teaching assistants and assistant instructors
    3. Special categories of students
      a. New students including transfers
      b. International students
        1) UT enrolled
        2) Intensive English registrants
      c. Special Services students (Includes ethnic minorities, economically disadvantaged, handicapped, Students Older Than Average, etc.)
      d. Conference, institute, and workshop registrants (Generally not enrolled as regular students and do not have regular UT ID cards)
      e. Special students
  B. Faculty, Professional, and Administrative Staff
    1. Regular faculty
    2. Professional staff (exempt classifications)
    3. Special categories of faculty and professional staff
      a. New faculty and professional staff
      b. Post-doctoral fellows
      c. Non-teaching faculty
      d. Faculty and professional staff appointed for less than 4½ months
      e. Retired faculty and professional staff
    4. Administrative (code 1000)
  C. Staff
    1. Regular support staff (non-exempt classifications)
    2. Support staff appointed for less than 4½ months and not enrolled as UT students

II. Non-University of Texas at Austin (Individuals)
  A. Academic
    1. Faculty
      a. UT system components and Texas A&M University
      b. Austin theological seminaries (Presbyterian and Episcopal)
      c. Other institutions
    2. Students
      a. Austin theological seminaries (Presbyterian and Episcopal)
      b. Other institutions
  B. Texas state employees based in Austin
  C. Non-student spouses of UT-Austin faculty and professional staff
  D. Current members of UT-Austin Ex-Students' Association

- E. University-related persons who are not University employees but eligible for University ID cards (e.g., LBJ Presidential Library staff, Ex-Students' Association staff, KLRN-TV staff, Biblical Studies Center staff, Visiting Scholars [appointed as such by the Graduate School], etc.)
- F. Members of UT Board of Regents
- G. UT system staff
  - 1. Administrative
  - 2. Professional
  - 3. Support
- H. General Public
  - 1. Permanent and temporary adult Texas residents
  - 2. Non-Texas residents

III. Non-University of Texas at Austin (organizations)

- A. Other libraries and academic institutions
  - 1. Austin area libraries
  - 2. UT system and other system components
  - 3. Member libraries of the Texas Information Exchange
  - 4. Other
- B. Business firms
- C. Other agencies, organizations, firms, etc.

APPENDIX 2

THE UNIVERSITY OF TEXAS AT AUSTIN
THE GENERAL LIBRARIES

SURVEY OF FACULTY OPINION
Regarding the Importance of Student Library Skills

This survey is an attempt by the General Libraries to determine faculty attitudes toward library instruction and services for students at the University of Texas at Austin. We request that you take a few minutes to respond to the following items and return the completed form in the enclosed campus envelope to Survey of Faculty Opinion, Library Office, MAI 2200 as soon as is convenient. Your responses are important for they will be used to help plan an effective program of library instruction for your students. We appreciate your cooperation.

1. Your Department(s): ________________________________

2. Academic Rank:
    ____(1) Professor
    ____(2) Associate Professor
    ____(3) Assistant Professor
    ____(4) Lecturer
    ____(5) Instructor
    ____(6) Assistant Instructor
    ____(7) Teaching Assistant

3. IF YOU ARE A TEACHING ASSISTANT, please check the option below which best describes your typical instructional duties:
    ____(1) full charge of class (i.e., teaching, grading, etc.)
    ____(2) conduct laboratory section(s)
    ____(3) conduct discussion section(s)
    ____(4) other (e.g., grading only, tutoring only, etc.)

4. Length of teaching experience:
    ____(1) two years or less
    ____(2) three to seven years
    ____(3) eight or more years

5. In YOUR OWN graduate work, were you instructed in the use of library resources through: (Please respond to each item.)
    a. a course (or part of a course) in library research taught by____Departmental Faculty, or____Librarian? ____(1) Yes ____(2) No
    b. informal consultation with professor ____(1) Yes ____(2) No
    c. informal consultation with librarian ____(1) Yes ____(2) No
    d. picked up on my own ____(1) Yes ____(2) No

6. There should be library orientation sessions for new faculty members.
    ____(1) Yes ____(2) No ____(3) No opinion

7. Please indicate the type(s) of library instruction you think the General Libraries should provide for students:
    a. Orientation tours of libraries
        ____(1) Yes ____(2) No ____(3) No opinion
    b. Library handbooks and bibliographies
        ____(1) Yes ____(2) No ____(3) No opinion
    c. Classroom presentations on library skills and resources by librarians
        ____(1) Yes ____(2) No ____(3) No opinion
    d. Course-related instruction (bibliographies of reference sources or exercises) prepared by Librarians at faculty request
        ____(1) Yes ____(2) No ____(3) No opinion
    e. An elective course designed to develop the knowledge and skill to do library research
        ____(1) Yes ____(2) No ____(3) No opinion
    f. Computer-assisted library instruction
        ____(1) Yes ____(2) No ____(3) No opinion

8. Do you normally teach courses which require students to use the library?
    ____(1) Yes ____(2) No

IF YOUR ANSWER IS NO, SKIP 9-13 AND CONTINUE WITH QUESTION NUMBER 14.

9. Do you explain to your classes the indexes, bibliographies, handbooks, etc., available in your field?
    ____(1) Usually ____(2) Occasionally ____(3) Never

IF YOU TEACH UNDERGRADUATE COURSES REQUIRING LIBRARY USE, ANSWER 10 AND 11; OTHERWISE GO ON TO QUESTION 12.

10. How do you rate your undergraduate students' ability to make use of library resources for term papers or other research projects? (Please check one.)
    ____(1) Excellent ____(2) Good ____(3) Fair ____(4) Poor

11. Indicate the type of resources you expect undergraduates in your courses to utilize.

a. Reserve materials

____(1) Yes ____(2) No

b. Reading from a required or recommended list of library materials not on reserve.

____(1) Yes ____(2) No

c. Materials located through use of card catalog, indexes, and bibliographies (for example, for term papers presentations)

____(1) Yes ____(2) No

d. General reference books

____(1) Yes ____(2) No

e. Discipline-oriented reference books

____(1) Yes ____(2) No

IF YOU ARE NOT TEACHING A GRADUATE COURSE REQUIRING LIBRARY USE, PLEASE SKIP 12 & 13 AND CONTINUE WITH 14.

12. How do you rate your graduate students' ability to make use of library resources for graduate level research in your field?

____(1) Exeellent ____(2) Good ____(3) Fair ____(4) Poor

13. Please indicate the types of resources you expect your graduate students to utilize.

a. Reserve materials ____(1) Yes ____(2) No

b. General reference books, indexes, and bibliographies ____(1) Yes ____(2) No

c. Discipline-oriented reference books, indexes, and bibliographies ____(1) Yes ____(2) No

d. Dissertation Abstracts and the Thesis Catalog ____(1) Yes ____(2) No

e. The Public Catalog in Main Library for author, title, subject searches ____(1) Yes ____(2) No

f. Inter-Library Loan ____(1) Yes ____(2) No

g. Other (please indicate): ____________________

14. The following statements relate to ways students could learn about using the library. Check the responses which most closely reflect your feelings.

a. No instruction is necessary; students possess the necessary skill when they enter the University.

____(1) Yes ____(2) No ____(3) No opinion

b. Students should develop library skills independently, asking librarians if necessary.

____(1) Yes ____(2) No ____(3) No opinion

c. Student should learn library skills in a

(1) required course taught by librarians

____(a) Yes ____(b) No ____(c) No opinion

(2) bibliography course taught by department faculty

____(a) Yes ____(b) No ____(c) No opinion

(3) required course such as Freshman English where faculty and librarians collaborate in providing instruction on library skills

____(a) Yes ____(b) No ____(c) No opinion

d. Faculty members have the primary responsibility for instructing students in the use of resources relevant to their courses.

____(1) Yes ____(2) No ____(3) No opinion

e. The General Libraries have the primary responsiblity for instructing students in the use of resources they need to meet their information needs.

____(1) Yes ____(2) No ____(3) No opinion

f. Other (please indicate): ____________________

15. If you teach any courses which require students to make little or no use of library resources, please indicate the reasons. Otherwise go on to 16.

a. Course content is covered adequately in texts, labs, and lectures ____(1) Yes ____(2) No

b. Too many students ____(1) Yes ____(2) No

c. Library resources are inadequate. ____(1) Yes ____(2) No

d. Library work is not appropriate at this level in the curriculum. ____(1) Yes ____(2) No

e. Students do not have the background to do library assignments. ____(1) Yes ____(2) No

f. Other, please explain: ____________________

16. Do you have suggestions on ways the libraries could improve services to students?

APPENDIX 3

STATISTICAL SUMMARY OF SURVEY OF FACULTY OPINION REGARDING THE IMPORTANCE OF STUDENT LIBRARY SKILLS

Introduction

In fall 1975, 1,642 respondents from 68 departments completed the "Survey of Faculty Opinion Regarding the Importance of Student Library Skills." A computerized tabulation of responses was made showing absolute[1], relative[2], and adjusted[3] frequency of responses to each part of every question. In this summary, all percentages illustrate the adjusted frequency unless noted otherwise. The percentage of total respondents who answered each question is included in the summary of results for each question.

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[1] Absolute Frequency is the actual number of responses or lack of responses to each question

[2] Relative Frequency is the percentage of responses or lack of responses to each question.

[3] Adjusted Frequency is the percentage of response to each question after deducting missing or non-applicable responses.

Question 1. Department

Faculty from 68 departments responded to this questionnaire (92.9% of all respondents). Those departments with highest rates of response were:

Department	Percent of Total Survey Respondents
English	7.7
Mathematics	4.9
Curriculum and Instruction	3.9
Psychology	3.4
Spanish and Portuguese	3.2

Schools or colleges with highest rates of response were:

College of Natural Sciences	22.9
College of Humanities	18.6
College of Social and Behavioral Sciences	14.3
College of Education	10.1
College of Engineering	8.2
College of Business Administration	7.5

Responses from these colleges comprise 81.6% of the total response.

Question 2. Academic rank

98.8% of all respondents answered question 2.

Teaching Assistants	40.7
Assistant Professors	18.1
Professors	17.8
Associate Professors	12.6
Assistant Instructors	5.2
Instructors	3.9
Lecturers	1.7

Of the respondents 45.9% were teaching assistants and assistant instructors, persons who are probably students as well as teachers. Therefore, the results of this survey must be regarded as reflecting both points of view.

Question 3. Teaching Assistant Instructional Duties

Full charge of class	54.4
Conduct laboratory section(s)	19.8
Conduct discussion section(s)	14.0
Other, (e.g., grading only, tutoring only, etc.)	11.7

Other teaching assistants supervise student teachers, serve as statistical consultants, advise students, or construct, distribute, and score tests. Of all respondents, 41.4% answered question 3.

Question 4. Length of Teaching Experience

90.3% of all respondents answered question 4.

Two years or less	35.8
Three to seven years	33.6
Eight or more years	30.6

Several respondents listed teaching experience at The University of Texas at Austin and teaching experience elsewhere separately. Although this question was intended to include all teaching experience, some respondents may have included only their teaching experience here.

Those persons who did not answer this question may be teaching assistants with non-teaching duties as described in question 3.

Question 5. In Your Own Graduate Work, Were You Instructed in the Use of Library Resources Through:

5AA. A Course (or Part of a Course) in Library Research Taught by Departmental Faculty

91.4% of all respondents answered 5AA.

Yes	20.2
No	79.8

5AB. A Course (or Part of a Course) in Library Research Taught by a Librarian

91% of all respondents answered 5AB.

Yes	8.8
No	91.2

5B. Informal Consultation with Professor

88.9% of all respondents answered 5B.

Yes	36.3
No	63.7

5C. Informal Consultation with Librarian

89.7% of all respondents answered 5C.

Yes	51.3
No	48.7

5D. Picked Up on my Own

93.3% of all respondents answered 5D.

Yes	96.5
No	3.5

Eight respondents commented that they learned library skills in grade school, high school or as undergraduates. Some commented on the ways in which they learned library skills--through writing papers, through teaching English to freshmen during teaching assistantships, or through working in a library.

Most respondents felt they had picked up library skills on their own or through informal help from librarians or professors. Fewer than one-third received formal instruction

Question 6. There Should Be Library Orientation Sessions for New Faculty Members.

97.3% of all respondents answered question 6.

Yes	68.8
No	12.2
No opinion	19.0

Faculty who answered "no" felt that faculty already know how to use libraries and that faculty would not attend orientation sessions. Many persons who answered "yes" qualified their replies by saying such sessions should be optional or that materials should be available for orientation rather than organized sessions. Faculty commented that any orientation sessions offered should be brief and properly structured.

Question 7. Please Indicate the Type(s) of Library Instruction the General Libraries Should Provide for Students:

Several respondents asked whether this question was meant for undergraduates, for graduates, for all students, for individuals, or for groups. Again, comments suggested that any instruction be optional.

7A. Orientation Tours of Libraries

96.6% of all respondents answered 7A.

Yes	76.8
No	11.8
No opinion	11.4

Some comments suggested that self-guided tours are adequate. Others commented that tours be optional, conducted periodically, or on request.

7B. Library Handouts and Bibliographies

96.8% of all respondents answered 7B.

Yes	82.7
No	6.2
No opinion	11.1

One comment suggested that handbooks be published, but not bibliographies. Another suggested that self-instructional materials be published.

7C. Classroom Presentations on Library Skills and Resources by Librarians

96% of all respondents answered 7C.

Yes	46.8
No	29.9
No opinion	23.3

Comments suggested two points of view on classroom presentations. The first is that classroom presentations should be done at the request of the faculty and that such presentations should be interesting. The second is that classroom presentations take too much time away from course content and, if presentations are offered, they should be done in library facilities by librarians outside of class time.

7D. Course Related Instruction (Bibliographies of Reference Sources or Exercises) Prepared by Librarians at Faculty Request

95.4% of all respondents answered 7D.

Yes	60.2
No	19.5
No opinion	20.3

Some departments such as English have faculty who can teach bibliography courses. Such instruction would be desirable but usually impractical considering the size of the student body. Some comments for 7D appeared to be intended for 7C.

7E. An Elective Course Designed to Develop the Knowledge and Skill To Do Library Research

95.2% of all respondents answered 7E.

Yes	51.5
No	27.1
No opinion	21.4

Comments favored an elective course, if feasible. Some suggested that such a course be offered through RASSL, through the Graduate School of Library Science, or through specific courses. One suggested that a course be offered to graduate students only.

7F. Computer-Assisted Library Instruction

95% of all respondents answered 7F.

Yes	42.7
No	22.1
No opinion	35.3

Comments were mixed with several respondents definitely in favor of CAI and several strongly opposed. One respondent suggested that CAI in conjunction with a printed guide would be desirable. Another suggested that cost and lack of facilities might be limiting factors.

Types of library instruction ranked in order of preference are:

1. Handouts and bibliographies
2. Orientation tours
3. Course-related instruction
4. Elective course
5. Classroom presentations
6. Computer-assisted instruction

Faculty prefer traditional methods of library instruction--orientation tours and handouts--to more innovative methods--CAI or classroom presentations. Faculty appear to prefer that the library act independently in teaching library skills, preferring an elective course to classroom presentations. However, since large numbers of respondents have no opinion on sections of this question, faculty appear to be open to change and active programs in any of these areas may be possible.

Question 8. Do You Normally Teach Courses Which Require Students to Use the Library?

98.9% of all respondents answered question 8.

Yes	62.6
No	37.4

Some respondents interpreted question 8 to mean using the library for research while others thought it meant using the library for reserve reading. Some respondents indicated that "library" referred to a specific branch only. In general, a positive reply to question 8 may indicate limited use of one library or one library service such as reserves or microfiche, not extensive use of the library system.

Question 9. Do You Explain to Your Classes the Indexes, Bibliographies, Handbooks, etc., Available in Your Field?

60.1% of all respondents answered question 9.

Usually	39.6
Occasionally	47.3
Never	13.2

Some faculty assume students already possess library skills before taking their classes. Others explain the use of these tools to graduate students only. One respondent commented that the library does not have most of the materials needed. Another remarked that this type of instruction would be desirable personally.

Question 10. How Do You Rate Your Undergraduate Students' Ability to Make Use of Library Resources for Term Papers or Other Research Projects?

48.4% of all respondents answered question 10.

Excellent	1.2
Good	19.7
Fair	52.5
Poor	26.4

Faculty feel that ability to use library resources varies greatly among individuals and that the degree of ability may depend upon each individual's interest and willingness to work. As individuals, some students will use every available service while others will not use any services. Some faculty feel they cannot judge their students' ability because they do not assign research projects or papers. However, the survey indicates that 79% of respondents rate their students' ability as fair or poor.

Question 11. Indicate the Type of Resources You Expect Undergraduates in Your Course to Utilize.

46.5% of all respondents answered question 11.

11A. Reserve Materials

Yes	79.6
No	20.4

Several comments expressed dissatisfaction with reserve services.

11B. Reading From a Required or Recommended List of Library Materials Not on Reserve

Yes	70
No	30

11C. Materials Located Through Use of Card Catalog, Indexes and Bibliographies (For Example, Term Paper Presentations)

Yes	84.9
No	15.1

11D. General Reference Books

Yes	76.3
No	23.7

11E. Discipline-Oriented Reference Books

Yes	78.2
No	21.8

Comments indicated that the use of any of these types of materials might be infrequent. Respondents indicated their students were expected to use periodicals, newspapers, and manuscripts.

Question 12. How Do You Rate Your Graduate Students' Ability to Make Use of Library Resources for Graduate Level Research in Your Field?

34.5% of all respondents answered question 12.

Excellent	9.2
Good	57.7
Fair	28.0
Poor	5.1

Of all respondents, 66.9% rated their students excellent or good and therefore appear more satisfied with graduates' ability than with undergraduates' ability. Some respondents expressed difficulty in assessing this ability, saying individuals vary greatly in their ability to use the library. One respondent felt students who had had training offered by the English Department were very skilled in using library resources.

Question 13. Please Indicate the Types of Resources You Expect Your Graduate Students to Utilize.

13A. Reserve Materials

Yes	79.7
No	20.3

13B. General Reference Books, Indexes, and Bibliographies

34.0% of all respondents answered 13B.

Yes	91.9
No	8.1

13C. Discipline Oriented Reference Books, Indexes, and Bibliographies

34.6% of all respondents answered 13C.

Yes	96.8
No	3.2

13D. Dissertation Abstracts and the Thesis Catalog

33.2% of all respondents answered 13D.

Yes	72.5
No	27.5

13E. The Public Catalog in the Main Library for Author, Title, Subject Searches

33.4% of all respondents answered 13E.

Yes	81.4
No	18.6

13F. Inter-Library Loan

33.0% of all respondents answered 13F.

Yes	73.8
No	26.2

Faculty indicate that the use of inter-library loan is principally for research for doctoral dissertations.

13G. Other (Please Indicate):

9.7% of all respondents answered 13G.

One hundred and sixty statements named specific libraries and types of library resources which faculty expect graduate students to utilize. Specific libraries named included most units of the General Libraries as well as the Law Library and the Humanities Research Center. Off-campus facilities named include the Texas Medical Association and Austin Presbyterian Theological Seminary.

Types of materials named include journals, computer information services, newspapers, microforms, government documents, maps, technical reports, manuscripts, HRAF, photographs, and personal collections of materials.

Occasional reference was made to informal networks, other faculty members, and reference librarians.

Question 14. The Following Statements Relate to Ways Students Could Learn About Using the Library. Check the Responses Which Most Closely Reflect Your Feelings:

14A. No Instruction is Necessary; Students Possess the Necessary Skill When They Enter the University.

87.3% of all respondents answered 14A.

Yes	5.6
No	84.0
No opinion	10.4

Comments indicate that question 14A is worded poorly, that it duplicates question 7 to some extent, and that it does not specify whether students are graduates or undergraduates.

One faculty member feels self-instruction is adequate; another feels that students lack motivation to learn library skills.

14B. Students Should Develop Library Skills Independently, Asking Librarians if Necessary.

82.2% of all respondents answered 14B.

Yes	38.8
No	47.2
No opinion	14.0

Comments by faculty indicate that although independent learning would be desirable, many students either cannot or will not learn independently. Faculty feel this is a viable alternative only if no other options are available.

14C. Students Should Learn Library Skills in a:

14CA. Required Course Taught by Librarians

70% of all respondents answered 14CA.

Yes	13.0
No	63.6
No opinion	23.4

Faculty feel a semester course would be too long and too difficult to work into the already crowded schedules of most students. A few comments favored a short course.

14CB. Bibliography Course Taught by Departmental Faculty

69% of all respondents answered 14CB.

Yes	27.7
No	47.3
No opinion	25.0

Several faculty commented that library instruction already is or should be part of a course. A few added that such a course should be on the graduate level, optional, and possibly taught with the assistance of a librarian.

14CC. Required Course Such as Freshman English Where Faculty and Librarians Collaborate in Providing Instruction on Library Skills

79.1% of all respondents answered 14CC.

Yes	62.7
No	20.0
No opinion	17.4

Opinion varied considerably in written comments on this idea from very good to very poor. Other possible courses suggested for such collaboration were HIS 315K or GOV 310L.

14D. Faculty Members Have the Primary Responsibility for Instructing Students In The Use of Resources Relevant to Their Courses.

80% of all respondents answered 14D.

Yes	52.3
No	30.7
No opinion	16.9

14E. The General Libraries Have the Primary Responsibility for Instructing Students in the Use of Resources They Need to Meet Their Information Needs.

73.7% of all respondents answered 14E.

Yes	48.6
No	29.8
No opinion	21.6

Many faculty feel faculty and the General Libraries should share the responsibility for library instruction. If faculty do not instruct students in the use of library resources, they should inform students about appropriate library facilities and take the responsibility for making assignments that require students to use information resources.

Some respondents felt the General Libraries could provide general library instruction but questioned whether librarians were qualified to provide more in-depth library instruction.

14F. Other (Please Indicate):

13.4% of all respondents answered 14F, providing 220 statements.

Forty-eight persons felt faculty and the General Libraries have a joint responsibility for providing library instruction while 30 felt the responsibility belonged to the students themselves.

Thirty-five persons felt an elective course should be offered by the General Libraries. Such a course might be one or two hours in length and might be repeated throughout the semester. Some liked the idea of a credit or non-credit course one semester in length.

Seven persons suggested that librarians meet scheduled classes as guest lecturers while 15 felt orientation sessions covering general material only would be sufficient.

Ten persons thought faculty should provide library instruction or that such instruction should be the responsibility of each department, while 8 thought faculty should give assignments to encourage library use.

Fifteen persons thought printed aids, sugh as handouts, bibliographies, manuals, or self-guided tours should be available.

Other responses faculty made about ways students could learn library skills included computer assisted instruction, training for faculty, a diagnostic testing service, films, weekend seminars, and combinations of these and previously mentioned methods.

Question 15. If You Teach Any Courses Which Require Students to Make Little or No Use of Library Resources, Please Indicate the Reasons. Otherwise Go On to 16.

15A. Course Content is Covered adequately in Texts, Labs, and Lectures.

50.4% of all respondents answered 15A.

Yes	87.4
No	12.6

One respondent indicated that 15 applies only to undergraduate courses.

15B. Too Many Students

41.6% of all respondents answered 15B.

Yes	28.8
No	71.2

15C. Library Resources are Inadequate.

41.7% of all respondents answered 15C.

Yes	23.4
No	76.6

Problems with library resources include materials inadequate for large numbers of students, delays in receiving current materials, lost or missing materials, and an inadequate reserve book system.

15D. Library Work is Not Appropriate at This Level in the Curriculum.

44.7% of all respondents answered 15D.

Yes	59.1
No	40.9

One comment indicated that some courses require student involvement in learning (such as courses in Home Economics) rather than research.

15E. Students Do Not Have the Background to Do Library Assignments.

39.2% of all respondents answered 15E.

Yes	21.6
No	78.4

One comment indicated that students do not have time for library assignments.

15F. Other, Please Explain:

8.1% of all respondents made statements. This number of respondents was 133.

Many respondents teach courses which do not utilize library resources--beginning languages, drama, art, music, laboratory classes in physics and chemistry, mathematics, computer sciences, speech, journalism, statistics, and student teaching.

Other reasons given for not requiring students to use library resources include large class sections which use specified texts for all readings; fear of plagiarism instead of the original development of ideas; poor library facilities, collections and librarians; lack of responsibility for course planning on the part of faculty supervising teaching assistants in large courses; poor knowledge by the faculty of library resources; lack of time.

Question 16. Do You Have Suggestions on Ways the Libraries Could Improve Services to Students?

45.9% of all respondents, or 754 persons, answered 16.

Respondents suggested that the General Libraries could improve service to students through publications and library instruction.

Publications

Twenty-eight respondents suggested handbooks, brochures, or guides with lists of personnel, floorplans, policies, and library locations that would provide an orientation to the General Libraries as a whole and similar publications for branch libraries or special collections. Some respondents suggested the publication of a handbook or user's manual, similar to the manual published by the Computation Center, which could be purchased locally and updated when necessary.

Twenty-three respondents suggested publication of information on the use of major reference titles, major resources in specific subjects, bibliographies, and guides for literature searches.

Several felt that library hours, services, and policies should be better publicized.

Library Instruction

Orientation was mentioned by 42 respondents as a method of improving library service to students. Special orientation sessions were suggested for foreign students, for transfer students, for students in each department, for freshmen, and for graduates. Many respondents suggested courses be given. Most preferred short elective mini courses such as the Union or RASSL offers, or self-taught modules. A few preferred longer, required courses.

A few faculty suggested that faculty and librarians collaborate in providing instruction, that librarians be invited to give instruction in the classroom as the need arises, that librarians educate the faculty so that they, in turn, could teach their students library skills, and that faculty should arrange their courses to encourage library research.

Faculty believe the General Libraries should utilize slide tape, video tape, computer-assisted instruction, and other audio-visual aids to promote library resources. They believe, too, that librarians should show a more outgoing, receptive attitude to encourage students to seek their services.

The Questionnaire

Several respondents commented that the blanks on which to indicate "yes" or "no" were in inconvenient places and may have caused some persons to give incorrect answers. A few thought questions should have been answered on a scale rather than with flat "yes" or "no" answers.

Departmental Analysis of Responses to Selected Questions on the "Faculty Survey"

Departments vary considerably in the percentage of survey respondents who teach courses requiring library use. Attitudes toward different methods of library orientation and instruction also vary greatly from department to department.

Percentages of "yes" and "no" responses by department have been analyzed for questions 7, 8, 10, and 12. The following summary of the results by college and school is most meaningful when viewed in relation to the total response to each of the questions summarized above. A departmental breakdown of responses follows the summary by colleges and schools.

Colleges and Schools

College of Humanities

The percentage of respondents teaching courses requiring library use ranges from 31% in Germanic Languages to 67% in Classics. The College as a whole expresses a greater interest in all forms of orientation and instruction, except for CAI, than the faculty as a whole.

A comparatively high percentage of faculty rate undergraduate students' library skills as "poor" in three departments--English, 33%; French-Italian, 38%; and Spanish-Portuguese, 40%. The departments least satisfied with graduate students' library skills are English, fair to poor, 32%; and Spanish-Portuguese, fair to poor, 36%.

College of Natural Sciences

The percentage of respondents teaching courses requiring library use ranges from 17% in Mathematics to 93% in Home Economics.

Home Economics faculty are notable for their exceptional interest in virtually every form of library instruction. The department is among the top ten in the University in terms of the percentage of its faculty interested in tours, handbooks, classroom presentations, and course-related instruction. Two other departments in the College are also especially interested in handbooks and bibliographies: Computer Science (95%) and Microbiology (100%) are in the top ten ranking University-wide. Botany (86%) is eleventh. Except for Biological Sciences (55%) and Home Economics (79%), the departments in the College are less interested in classroom presentations by librarians than the faculty as a whole. Seven of the ten departments, University-wide, displaying the least interest in classroom presentations are in the College of Natural Sciences. Course-related instruction fares much better, though all departments but Home Economics rate it lower than the faculty as a whole.

Twenty-six percent of all respondents answering question 10 rated their undergraduates' library skills as poor. The percentage of faculty rating undergraduate skills as poor was greater in six of the eleven departments of the College of Natural Sciences: Biological Sciences (67%), Botany (36%), Computer Science (33%), Home Economics (42%), Microbiology (33%), and Physics (30%). Graduate students fare better. Except in Home Economics where 60% of the faculty rate graduate students' library skills as fair to poor, the percentage is less than the fair to poor percentage University-wide (32%). It ranges from 0 in Astronomy and Physics to 25% in Mathematics and Computer Science.

College of Social and Behavioral Science

The percentage of respondents teaching courses requiring library use ranges from 50% to 86% in the eight departments in this College. In six of the eight departments the percentage is higher than that reported by the faculty as a whole.

The College contains four departments ranking among the top ten on campus interested in tours for students (Geography, Economics, Anthropology, and Sociology), and two departments ranking in the bottom ten in tour preference (Linguistics and Psychology). Five departments are among the top ten expressing interest in handbooks and bibliographies (Anthropology, Economics, History, Geography, and Sociology). Classroom presentations are slightly less favored in the College of Social and Behavioral Sciences than by the faculty as a whole, with three exceptions (Economics, Geography, and Sociology). The same holds true for course-related instruction, with four exceptions (Economics, Geography, Government, and Sociology). Computer-assisted instruction is of particular interest to faculty in the departments of Psychology and Economics.

Three departments rate their undergraduates' library skills unusually low (Economics, Government, and Sociology). Only one department, Economics, gives graduate student skills a rating much lower than that perceived by faculty in other departments at the University.

College of Business Administration

The percentage of respondents teaching courses requiring library use ranges from 36% in General Business to 74% in Management. Two of the departments with the lowest percentages of faculty teaching courses requiring library use, Accounting and General Business, are in this College.

Marketing Administration is distinctive because its faculty rank among the top five on campus expressing interest in classroom presentations and course-related instruction, and among the top ten interested in computer-assisted instruction. Management is also among those departments especially interested in course-related instruction.

A higher percentage of faculty in each of the College's departments rate undergraduates' library skills as poor than do faculty as a whole. Whereas 26% of all respondents answering question 10 rated undergraduate library skills as poor, in the College of Business Administration the percentage of faculty giving students a poor rating ranged from 33% in Management to 50% in Accounting, Finance and General Business. None of the departments rate graduate students' ability to use library resources as poor.

College of Fine Arts

The percentage of respondents teaching courses requiring library use is 55% in Music, 57% in Drama, and 88% in Art. Though Art is one of the ten departments with the highest percentage of faculty teaching library-related courses, its instructors expressed less interest in all forms of orientation and instruction, except tours, than the faculty as a whole. Drama, on the other hand, was among the top ten departments in terms of the percentage of faculty indicating an interest in tours, handbooks and bibliographies, and course-related instruction. The Music Department is more enthusiastic about handbooks and bibliographies than about other types of instruction.

Undergraduates' ability to use the library is rated fair to poor by 60% of the respondents in Art, 75% of those in Music, and 89% of those in Drama. For graduate students' ability the fair to poor percentages are 38%, Drama; 40%, Art; and 43%, Music.

College of Engineering

The percentage of respondents teaching courses requiring library use ranges from 50% in Aerospace Engineering to 69% in Chemical and Mechanical Engineering.

Interest in tours is lower than in other colleges. Within the College of Engineering, the faculty in Mechanical Engineering are those most interested in handbooks and bibliographies (89%). Classroom presentations are not popular, except with Petroleum Engineering (71%). All departments but Civil and Petroleum Engineering prefer course-related instruction to classroom presentations, although in all cases the percentages are lower than 60%, the figure for respondents as a whole. Two departments are among those most interested in computer-assisted instruction university-wide, Electrical and Petroleum Engineering.

Faculty in three departments, Electrical, Civil, and Petroleum Engineering, rank their undergraduates' library skills higher than the faculty does as a whole. Graduate students receive particularly low ratings in Aerospace, Mechanical, Chemical, Petroleum, and Civil Engineering.

School of Communication

The percentage of respondents teaching courses requiring library use ranges from 33% in Advertising and 43% in Radio-Television-Film to 85% in Journalism and 94% in Speech.

The Speech Department is unique in that its faculty is exceptionally interested in all forms of library orientation and instruction. Their responses rank among the top ten or twelve departments on campus in each instance. A similar pattern holds true for Radio-Television-Film with the exception of course-related instruction. The Journalism faculty who responded to the survey are 100% in favor of handbooks and bibliographies. Compared to the rest of the faculty, the College as a whole is unusually interested in both an elective course and computer-assisted instruction.

The percentage of respondents rating undergraduates' library skills as fair to poor ranged from 72% in Journalism to 100% in Advertising. No Advertising faculty ranked graduate students' skills. A greater percentage of faculty in Journalism and Speech ranked graduate students' skills excellent or good than did the faculty as a whole. Three of the four Radio-Television-Film faculty who responded to question 12 ranked graduate students' skills as fair.

College of Education[1]

The percentage of respondents teaching courses requiring library use ranges from 44% in Physical and Health Education to 92% in Educational Administration. With the exception of Physical and Health Education, all departments in the Co[illegible] report a higher incidence of courses requiring library use than is r[illegible]y the faculty as a whole (63%). Faculty in the College of Education al[illegible]d to be more enthusiastic about all forms of user education than the rest of the faculty. This is particularly true for the Departments of Curriculum and Instruction, Educational Administration, and Physical and Health Education.

The percentage of respondents rating undergraduates' library skills fair to poor was lower than that reported by the faculty as a whole (79%) except in one department in the College, Education Psychology, 93%. Thirty-two percent of all faculty who answered question 12 rated graduate students' library skills as fair to poor. In the Department of Education, the percentage of fair to poor ratings ranged from 31% in Educational Psychology to 55% in Educational Administration.

Division of General and Comparative Studies

Most faculty teaching courses in the Division of General and Comparative Studies hold joint appointments and in most cases their responses are summarized elsewhere.

All but one of the faculty from the Division of General and Comparative Studies who responded to the survey teach courses requiring library use. Interest in orientation tours, handbooks and bibliographies, and course-related instruction is high. Classroom presentations by librarians, elective courses, and computer-assisted instruction elicit comparatively less interest. Undergraduates' library skills are generally rated poor to fair by faculty in this Division. None of the respondents rated graduate students' skills.

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[1] Two departments from which there was only one respondent each, Foreign Language Education and Science/Math Education, have been excluded from this summary.

Military Science

Only four of the eleven faculty teaching Air Force, Military, or Naval Science who responded to the survey report teaching courses which normally require library use. None of the five respondents teaching Naval Science indicated that their courses require library use. Interest in orientation tours and handbooks and bibliographies is highest; interest in classroom presentations by librarians and computer-assisted instruction is lowest. Only three faculty rated undergraduates' library skills, two as fair and one as good. No respondents rated graduate students' library skills.

Graduate School of Library Science

Predictably, all twelve of the faculty from the School of Library Science who responded report teaching courses which require library use. The faculty are more interested in all methods of orientation and instruction than the faculty as a whole, but particularly favor course-related instruction and an elective course. Eighty percent of the faculty in the School who responded to question 10 rate undergraduate library skills as fair to poor. Only 20% rate graduate students' skills as fair to poor.

College of Pharmacy

Eighty-one percent of twenty-one faculty from the College of Pharmacy who responded to the survey normally teach courses requiring library use. Faculty in this College are more interested in all methods of library orientation and instruction except handbooks and bibliographies than is the faculty as a whole. They are most interested in course-related library instruction. Undergraduates' library skills are rated fair to poor by 93% of the faculty. Only 32% of the respondents rate graduate students' library skills as fair to poor.

Graduate School of Social Work

Eighty-eight percent of the sixteen faculty from the Graduate School of Social Work who responded to the survey normally teach courses requiring library use. Faculty in the School express a greater interest in every method of orientation and instruction except elective courses than does the faculty as a whole. They are particularly interested in tours and handbooks and bibliographies. Eighty-eight percent of the respondents in the School who rated undergraduates' library skills, rated them fair to poor. Fifty percent of those rating graduate students' skills reported them fair to poor.

School of Nursing

All Nursing faculty who responded to the survey report teaching courses requiring library use. Other than the Graduate School of Library Science, there were only six departments (with one respondent each) where 100% of the respondents indicated they normally taught library-related courses.

The percentage of Nursing faculty interested in each method of library orientation and instruction listed in question 7 exceeds that recorded by the faculty as a whole. Nursing is among the top ten departments campus-wide in terms of the interest expressed in handouts and bibliographies, classroom presentations by librarians, course-related instruction, an elective course, and computer-assisted instruction.

Ninety-three percent of the Nursing faculty who answered question 10 rate undergraduates' library skills as fair to poor. No one rated graduate students' skills as poor, but 67% rated them as fair.

School of Architecture and Planning

Eighty-nine percent of the faculty from the School of Architecture and Planning who responded normally teach courses which require the use of the library. They are most interested in orientation tours and least interested in computer-assisted library instruction. Interest in handbooks and bibliographies and classroom presentations is similar to that reported by the rest of the facutly. Half the respondents are interested in course-related instruction. Faculty in the School of Architecture report general dissatisfaction with the levelof students' library skills. Seventy-three percent who responded to question 10 rated undergraduates' skills as fair to poor. Sixty percent of those who rated graduate students' skills reported them fair to poor.

Summary

The departmental data provided by responses to questions 7, 8, 10, and 12 can be used to help determine priorities for implementing various components of the User Education Program. The percentage of faculty in a department, school, or college teaching courses requiring library use, their general satisfaction or dissatisfaction with students' library skill, and the methods of library instruction they prefer are all important considerations in program planning.

SUMMARY TABLE OF DEPARTMENTAL RESPONSES TO THE "FACULTY SURVEY"

Department	No. of Instructors Surveyed	Courses Requiring Library Use	a Orientation Tours	b Handbooks & Bibliographies	c Classroom Presentations	d Course-related	e Elective Course	f CAI
		% Answering Yes to #8	Answering Yes/No to #7					
Total	1642	63%	77%/12%	83%/6%	47%/30%	60%/18%	52%/27%	43%/27%
ARCHITECTURE AND PLANNING	28	89%	89%/11%	82%/4%	48%/48%	50%/27%	42%/35%	39%/23%
BUSINESS ADMINISTRATION								
Accounting	31	39%	77%/7%	84%/7%	48%/31%	66%/14%	57%30%	41%/28%
Finance	19	68%	79%/16%	84%/5%	53%/26%	53%/26%	32%/42%	39%/11%
General Business	28	36%	80%/8%	80%/8%	38%/33%	50%/21%	46%/33%	36%/28%
Management	23	74%	83%/9%	83%/9%	41%/32%	76%/14%	59%/32%	41%/18%
Marketing Admin.	15	73%	64%/36%	71%/21%	73%/7%	87%/7%	33%/47%	60%/13%
COMMUNICATION								
Advertising	6	33%	83%/17%	67%/0	25%/75%	50%/33%	100%/0	83%/17%
Journalism	14	85%	71%/14%	100%/0	46%/31%	62%/31%	77%/15%	69%/23%
Radio-TV-Film	14	43%	92%/0	92%/0	62%/23%	62%/23%	69%/8%	69%.23%
Speech	32	94%	94%/3%	90%/3%	61%/23%	84%/7%	81%/6%	58%/3%
Communication	1	100%	100%/0	0/0	100%/0	100%/0	100%/0	100%/0

SUMMARY TABLE OF DEPARTMENTAL RESPONSES TO THE "FACULTY SURVEY"

Department	No. of Instructors Surveyed	Courses Requiring Library Use	a Orientation Tours	b Handbooks & Bibliographies	c Classroom Presentations	d Course-related	e Elective Course	f CAI
		% Answering Yes to #8	Answering Yes/No to #7					
Total	1642	63%	77%/12%	83%/6%	47%/30%	60%/18%	52%/27%	43%/27%
EDUCATION								
Curric. Instruc.	59	78%	90%/5%	77%/5%	64%/24%	66%/13%	59%/24%	66%/11%
Ed. Admin.	12	92%	78%/17%	73%/18%	91%/0	60%/0	80%/10%	82%/9%
Ed. Psych.	38	78%	100%/0	83%/6%	41%/35%	62%/16%	54%.22%	61%/14%
For. Lang. Ed.	1	0	100%/0	100%/0	100%/0	100%/0	100%/0	100%/0
Phys.-Health Ed.	26	44%	79%/8%	86%/5%	50%/17%	61%/17%	71%/17%	55%/19%
Special Ed.	16	94%	60%/20%	67%/0	33%/13%	64%/14%	56%/25%	81%/0
Sci. & Math Ed.	1	100%	0/0	100%/0	100%/0	100%/0	100%/0	100%/0
ENGINEERING								
Aerospace Engineering	7	50%	71%/0	57%/0	29%/43%	57%/14%	14%/57%	29%/43%
Aerospace Eng.-Mech.	13	54%	54%/31%	77%/0	8%/62%	39%/39%	31%/62%	39%/31%
Chem. Eng.	16	69%	64%/7%	79%/7%	33%/27%	53%/20%	31%/31%	39%/23%
Civil Eng.	28	64%	67%/19%	69%/8%	44%/33%	26%/37%	19%/54%	23%/50%
Elec. Eng.	26	57%	54%/14%	89%/7%	31%/31%	42%/19%	35%/31%	64%/21%
Mech. Eng.	26	69%	62%/27%	81%/8%	24%/36%	46%/31%	35%/35%	50%/23%
Petrol. Eng.	7	57%	57%/14%	71%/0	71%/14%	57%/14%	57%/14%	71%/14%

SUMMARY TABLE OF DEPARTMENTAL RESPONSES TO THE "FACULTY SURVEY"

Department	No. of Instructors Surveyed	Courses Requiring Library Use	a	b	c	d	e	f
			Orientation Tours	Handbooks & Bibliographies	Classroom Presentations	Course-related	Elective Course	CAI
		% Answering Yes to #8	Answering Yes/No to #7					
Total	1642	63%	77%/12%	83%/6%	47%/30%	60%/18%	52%/27%	43%/27%
FINE ARTS								
Art	25	88%	83%/13%	71%/8%	32%/41%	48%/39%	41%/46%	24%/38%
Drama	21	57%	90%/5%	91%/0	52%/5%	76%/5%	52%/5%	40%/15%
Music	32	55%	84%/7%	87%/7%	50%/25%	48%/23%	60%/23%	23%/13%
Fine Arts	1	100%	100%/0	100%/0	0/100%	100%/0	0/100%	0/100%
GENERAL AND COMPARATIVE STUDIES								
General Stud.	1	100%	100%/0	100%/0	0/100%	100%/0	0/100%	100%/0
Amer. Stud.	9	89%	89%/0	89%/0	38%/63%	63%/38%	38%/50%	50%/13%
Ethnic Stud.-Afro-Am.	2	100%	100%/0	100%/0	50%/50%	100%/0	100%/0	50%/50%
Ethnic Stud.-Mex. Am.	1	100%	100%/0	100%/0	100%/0	100%/0	100%/0	0/0
Biblical Stud.	1	100%	100%/0	0/0	100%/0	0/0	0/100%	0/0

SUMMARY TABLE OF DEPARTMENTAL RESPONSES TO THE "FACULTY SURVEY"

Department	No. of Instructors Surveyed	Courses Requiring Library Use	a Orientation Tours	b Handbooks & Bibliographies	c Classroom Presentations	d Course-related	e Elective Course	f CAI
		% Answering Yes to #8			Answering Yes/No to #7			
Total	1642	63%	77%/12%	83%/6%	47%/30%	60%/18%	52%/27%	43%/27%
HUMANITIES								
Classics	15	67%	80%13%	80%/20%	53%/33%	40%/53%	40%/40%	20%/47%
English	118	60%	91%/4%	88%/3%	61%/21%	71%/14%	70%/17%	33%/21%
French-Italian	33	36%	83%/7%	90%/3%	55%/26%	72%/14%	53%/23%	23%/27%
Germanic Lang.	29	31%	86%/10%	93%/7%	48%/28%	76%/14%	82%/4%	17%/21%
Oriental & Afr. Lang.	10	60%	90%/10%	90%/0	56%/11%	78%/0	63%/25%	33%/22%
Philosophy	21	62%	81%/14%	81%/14%	45%/35%	60%/15%	60%/30%	15%/25%
Slavic Lang.	7	57%	86%/0	57%/0	33%/50%	43%/43%	50%/33%	29%/43%
Span. & Port.	49	37%	82%/8%	88%/6%	54%/13%	75%/10%	67%/15%	23%/31%
LIBRARY SCIENCE	12	100%	82%/18%	92%/8%	75%/25%	91%/9%	100%/0	58%/33%

SUMMARY TABLE OF DEPARTMENTAL RESPONSES TO THE "FACULTY SURVEY"

Department	No. of Instructors Surveyed	Courses Requiring Library Use	a Orientation Tours	b Handbooks & Bibliographies	c Classroom Presentations	d Course-related	e Elective Course	f CAI
		% Answering Yes to #8	Answering Yes/No to #7					
Total	1642	63%	77%/12%	83%/6%	47%/30%	60%/18%	52%/27%	43%/27%
NATURAL SCIENCES								
Astronomy	14	57%	57%/14%	64%/7%	21%/43%	50%/21%	29%/29%	25%/36%
Biological Sciences	11	40%	73%/9%	82%/9%	55%/27%	46%/9%	91%/9%	36%/9%
Botany	22	68%	68%/18%	86%/9%	36%/41%	55%/36%	50%/41%	29%/48%
Chemistry	42	55%	67%/19%	81%/7%	29%/36%	51%/27%	41%/29%	42%/29%
Computer Sci.	19	53%	74%/16%	95%/0	11%/47%	39%/22%	32%/32%	68%/16%
Geolog. Sci.	46	58%	65%/17%	76%/9%	35%/39%	37%/39%	28%/44%	48%/20%
Home Economics	29	93%	86%/3%	100%/0	79%/7%	75%/7%	50%/11%	50%/18%
Mathematics	75	17%	60%/22%	72%/8%	26%/38%	55%/25%	36%/31%	41%/23%
Microbiology	12	67%	75%/17%	100%/0	17%/42%	58%/25%	33%/42%	42%/25%
Physics	39	30%	50%/22%	68%/11%	19%/38%	42%/22%	38%/38%	30%/30%
Zoology	41	78%	73%/16%	68%/16%	19%/53%	44%/39%	35%/41%	25%/42%
NURSING	34	100%	85%/9%	97%/0	76%/12%	75%/13%	69%/22%	75%/6%
PHARMACY	21	81%	80%/10%	75%/25%	62%/24%	81%/5%	70%/20%	60%/10%

SUMMARY TABLE OF DEPARTMENTAL RESPONSES TO THE "FACULTY SURVEY"

Department	No. of Instructors Surveyed	Courses Requiring Library Use	a	b	c	d	e	f
			Orientation Tours	Handbooks & Bibliographies	Classroom Presentations	Course-related	Elective Course	CAI
		% Answering Yes to #8	Answering Yes/No to #7					
Total	1642	63%	77%/12%	83%/6%	47%/30%	60%/18%	52%/27%	43%/27%
ROTC								
Air Force Science	4	75%	100%/0	75%/25%	50%/50%	75%/0	50%/50%	25%/25%
Military Science	2	50%	100%/0	100%/0	50%/50%	50%/50%	50%/50%	50%/50%
Naval Science	5	0	40%/0	80%/0	40%/60%	80%/0	60%/0	60%/20%
SOCIAL AND BEHAVIORAL SCIENCES								
Anthropology	24	83%	86%/5%	87%/13%	35%/39%	44%/22$	41%/27%	23%/18%
Economics	23	78%	90%/10%	91%/4%	50%/40%	65%/20%	45%/30%	50%/36%
Geography	9	78%	100%/0	100%/0	75%/25%	100%/0	44%/22%	38%/50%
Government	30	72%	83%/10%	85%/0	45%/52%	67%/15%	44%/41%	23%/35%
History	44	86%	80%/7%	93%/2%	44%/23%	57%/12%	38%/30%	26%/18%
Linguistics	12	50%	42%/25%	75%/8%	33%/42%	50%/8%	33%/25%	33%/25%
Psychology	52	67%	59%/22%	71%/8%	43%/33%	51%/26%	40%/40%	55%/18%
Sociology	23	59%	87%/9%	87%/0	64%/14%	68%/14%	64%/18%	41%/18%
SOCIAL WORK	16	88%	94%/0	93%/0	69%/19%	69%/19%	50%/0	69%/0

APPENDIX 4

THE UNIVERSITY OF TEXAS AT AUSTIN
THE GENERAL LIBRARIES

SURVEY OF STUDENT OPINION
Regarding the Need for Library Instruction

This survey is an attempt by the General Libraries to determine student needs and interest in library instruction at The University of Texas at Austin. Your responses are important for they will be used to help plan an effective program of library user education for you and thousands of other students. Please take a few minutes to respond to the following items and turn in the completed form to your course instructor survey student administrator.

1. Your Major: ______________________________

For the following items, please respond by placing an X in the space preceding your answer.

2. Classification: ____(1) Freshman ____(2) Sophomore ____(3) Junior ____(4) Senior

____(5) Graduate ____(6) Other

3. In your courses at The University of Texas at Austin, to what extent do you feel that your ability to use the library has had much influence on your success as a student in:

a. lower division courses?

____(1) very much ____(2) some ____(3) very little ____(4) none ____(5) not applicable (i.e., no courses applicable)

b. upper division courses?

____(1) very much ____(2) some ____(3) very little ____(4) none ____(5) not applicable

c. graduate courses?

____(1) very much ____(2) some ____(3) very little ____(4) none ____(5) not applicable

4. How often do your assignments in courses involve using library resources other than materials placed on reserve by your professors?

____(1) frequently ____(2) sometimes ____(3) rarely ____(4) never

5. How often do you use the University libraries?

____(1) four or more times per week ____(2) one to three times per week

____(3) once or twice per month ____(4) seldom or never

6. If your answer to No. 5 is seldom or never, please check the major reason(s) you don't use the libraries:

____(1) My courses do not require library use. ____(2) I do not know enough about using the library.

____(3) The libraries on campus are inadequate for my needs. ____(4) Other (please indicate): ______________________________

____

7. Generally my attitude toward the campus libraries is:

____(1) positive ____(2) negative ____(3) no opinion

IF YOU NEVER USE THE CAMPUS LIBRARIES, SKIP QUESTIONS 8-12 AND CONTINUE WITH QUESTION NUMBER 13.

8. What library do you use most often? ______________________________

9. For what purposes do you use the libraries?

a. to study for courses

____(1) frequently ____(2) sometimes ____(3) rarely or never

b. to use reserve materials for my courses

____(1) frequently ____(2) sometimes ____(3) rarely or never

c. to obtain information for research and/or class assignments

____(1) frequently ____(2) sometimes ____(3) rarely or never

d. for non-class related reading

____(1) frequently ____(2) sometimes ____(3) rarely or never

e. to use periodicals (magazines, journals, newspapers, etc.)

____(1) frequently ____(2) sometimes ____(3) rarely or never

f. to browse

____(1) frequently ____(2) sometimes ____(3) rarely or never

g. to socialize or relax

____(1) frequently ____(2) sometimes ____(3) rarely or never

h. Other (please indicate):

10 In general, how often have your courses required papers or research projects involving use of the library?

____(1) frequently ____(2) sometimes ____(3) rarely ____(4) never

11. If, or when, your courses require you to use library resources for papers or research projects, would you probably:

a. ask your instructor to recommend books and other relevant materials?

_____(1) frequently _____(2) sometimes _____(3) rarely or never

b. ask a librarian to help you?

_____(1) frequently _____(2) sometimes _____(3) rarely or never

c. do background reading in encyclopedias and/or general works on the topic?

_____(1) frequently _____(2) sometimes _____(3) rarely or never

d. go directly to the subject card catalog and look under what you think the topic will be?

_____(1) frequently _____(2) sometimes _____(3) rarely or never

e. check the Library of Congress' List of Subject Headings for possible subject headings?

_____(1) frequently _____(2) sometimes _____(3) rarely or never

f. browse through the library's books and periodicals (magazines, journals, newspapers, etc.) until you find the ones that deal with your topic?

_____(1) frequently _____(2) sometimes _____(3) rarely or never

g. use an index to periodicals (magazines, journals, newspapers, etc.), e.g., Reader's Guide?

_____(1) frequently _____(2) sometimes _____(3) rarely or never

h. Other (please indicate): ____

12. How do you find out if the library has a particular periodical (magazine, journal, newspaper)?

a. ask a librarian _____(1) frequently _____(2) sometimes _____(3) rarely or never

b. go to the shelves _____(1) frequently _____(2) sometimes _____(3) rarely or never

c. look in the card catalog _____(1) frequently _____(2) sometimes _____(3) rarely or never

d. use the Serials List (printout) _____(1) frequently _____(2) sometimes _____(3) rarely or never

e. Other (please indicate): ____

13. Before I became a student at UT I was taught how to use

a. my high school library.

_____(1) Yes _____(2) No _____(3) Not applicable

b. the public library.

_____(1) Yes _____(2) No _____(3) Not applicable

c. a two-year or community college library.

_____(1) Yes _____(2) No _____(3) Not applicable

d. another university library.

_____(1) Yes _____(2) No _____(3) Not applicable

14. Since enrolling as a student at UT I have received the following types of instruction in the use of the library:

a. self-guided tour of the library on campus using a printed guide.

_____(1) Yes _____(2) No

b. guided tour, lecture or slide-tape presentation at a library on campus.

_____(1) Yes _____(2) No

c. instruction from a librarian in one of my classes.

_____(1) Yes _____(2) No

d. instruction from a faculty member or teaching assistant in one of my classes.

_____(1) Yes _____(2) No

e. Other (please indicate): ____

15. If the following type(s) of library instruction were available in the General Libraries which would you utilize?

a. guided tours of libraries

_____(1) Yes _____(2) No _____(3) No opinion

b. self-guided tour of a library on campus using a printed guide.

_____(1) Yes _____(2) No _____(3) No opinion

c. library handbooks and bibliographies

_____(1) Yes _____(2) No _____(3) No opinion

d. classroom presentations by librarians on library resources and skills

_____(1) Yes _____(2) No _____(3) No opinion

e. an elective course designed to develop knowledge and skill to do library research

_____(1) Yes _____(2) No _____(3) No opinion

If yes, should this course be: _____(1) Credit _____(2) Non-credit

f. computer-assisted library instruction

_____(1) Yes _____(2) No _____(3) No opinion

16. Do you have any suggestions on ways the libraries could improve services for students?

APPENDIX 5

STATISTICAL SUMMARY OF SURVEY OF STUDENT OPINION REGARDING THE NEED FOR LIBRARY INSTRUCTION

Introduction

In fall 1975, the General Libraries, in consultation with the Measurement and Evaluation Center, prepared a questionnaire which was disseminated in December 1975 to students at The University of Texas at Austin. In conjunction with the Course Instructor Survey, the "Survey of Student Opinion Regarding the Need for Library Instruction" was distributed to selected classes as determined by the Measurement and Evaluation Center. The purpose of this questionnaire was to ascertain student needs and interest in library instruction at this Unviersity. Of the 5,800 surveys which were distributed, 2,781 responses were received. For each question asked in the questionnaire, a computerized tablulation of replies indicated absolute[1], relative[2], and adjusted frequency[3] of response. In this summary, all percentages signify the adjusted frequency. The percentage of total respondents who answered each question is included.

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[1] Absolute frequency is the actual number of responses or lack of responses to each question.

[2] Relative frequency is the percentage of responses or lack of responses to each question.

[3] Adjusted frequency is the percentage of response to each question after deducting missing or non-applicable responses.

Question 1. Major

Students with 80 different majors responded to this questionnaire (95.6% of all respondents). Those departments with the highest rates of response were:

Education	12.2%
Accounting	6.7%
Psychology	6.3%
Business	5.9%
Pharmacy	4.4%

Schools or colleges with the highest rates of response based on adjusted frequency of response were:

College of Business Administration	21.1%
College of Education	16.0%
College of Social and Behavioral Sciences	16.0%
College of Natural Sciences	12.9%
School of Communication	8.1%
College of Humanities	7.2%

Responses from these schools and colleges comprise 81.3% of the total response.

Question 2. Classification

99.6% of all respondents answered 2.

Senior	33.1%
Junior	25.1%
Graduate	13.3%
Freshman	13.0%
Sophomore	12.9%

Question 3. In your courses at The University of Texas at Austin, to what extent do you feel that your ability to use the library has had much influence on your success as a student in:

3a. Lower division courses?

86.9% of all respondents answered 3a.

Very much	13.9%
Some	49.4%
Very little	27.8%
None	8.9%

3b. Upper division courses?

71.4% of all respondents answered 3b.

Very much	32.6%
Some	45.6%
Very little	17.0%
None	4.8%

3c. Graduate courses?

17% of all respondents answered 3c.

Very much	59.5%
Some	24.6%
Very little	8.3%
None	6.4%

Question 4. How often do your assignments in courses involve using library resources other than materials placed on reserve by your professors?

98.9% of all respondents answered 4.

Frequently	21.9%
Sometimes	35.9%
Rarely	33.9%
Never	8.3%

Question 5. How often do you use the University libraries?

99.8% of all respondents answered 5.

Four or more times per week	15.3%
One to three times per week	36.0%
Once or twice per month	28.9%
Seldom or never	19.6%

Question 6. If your answer to No. 5 is seldom or never, please check the major reason(s) you don't use the libraries.

23.2% of all respondents answered 6.

My courses do not require library use	82.7%
I do not know enough about using the library	7.1%
The libraries on campus are inadequate for my needs	3.9%
Other	6.3%

Question 7. Generally my attitude toward the campus libraries is:

98% of all respondents answered 7.

Positive	71.2%
Negative	12.1%
No opinion	16.7%

Question 8. What Library do you use most often?

77% of all respondents answered 8.

UGL	53.2%
Battle Hall	12.1%
Main	9.0%
Business-Economics	8.1%

Response for usage of these libraries constituted 82.4% of the total response.

Question 9. For what purposes do you use the libraries?

9a. To study for courses

86.1% of all respondents answered 9a.

Frequently	32.5%
Sometimes	42.3%
Rarely or never	25.2%

9b. To use reserve materials for my courses

85.1% of all respondents answered 9b.

Frequently	23.0%
Sometimes	46.4%
Rarely or never	30.6%

9c. To obtain information for research and/or class assignments

86% of all respondnets answered 9c.

Frequently	33.5%
Sometimes	48.1%
Rarely or never	18.4%

9d. For non-class related reading

85.3% of all respondents answered 9d.

Frequently	9.9%
Sometimes	31.8%
Rarely or never	58.3%

9e. To use periodicals (magazines, journals, newspapers, etc.)

85.4% of all respondents answered 9e.

Frequently	16.1%
Sometimes	40.0%
Rarely or never	43.9%

9f. To browse

84.9% of all respondents answered 9f.

Frequently	8.2%
Sometimes	33.9%
Rarely or never	57.9%

9g. To socialize or relax

84.6% of all respondents answered 9g.

Frequently	3.0%
Sometimes	17.6%
Rarely or never	79.5%

9h. Other (please indicate)

2.0% of all respondents answered 9h. Of the 54 respondents who answered this question, 32 replies fit into categories already established in the earlier part of this question. Twenty-two students replied that they use the Audio Library in UGL both as a source of relaxation and as an instructional tool for their music courses.

Question 10. In general, how often have your courses required papers or research projects involving use of the library?

86.2% of all respondents answered 10.

Frequently	26.7%
Sometimes	41.8%
Rarely	25.5%
Never	6.0%

Question 11. If, or when, your courses require you to use library resources for papers or research projects, would you probably:

11a. Ask your instructor to recommend books and other relevant materials?

82.8% of all respondents answered 11a.

Frequently	17.7%
Sometimes	58.0%
Rarely or never	24.3%

11b. Ask a librarian to help you?

83.2% of all respondents answered 11b.

Frequently	22.9%
Sometimes	55.4%
Rarely or never	21.7%

11c. Do background reading in encyclopedias and/or general works on the topic?

82.6% of all respondents answered 11c.

Frequently	17.5%
Sometimes	51.4%
Rarely or never	31.1%

11d. Go directly to the subject card catalog and look under what you think the topic will be?

83% of all respondents answered 11d.

Frequently	65.4%
Sometimes	30.6%
Rarely or never	4.0%

11e. Check the Library of Congress' List of Subject Headings for possible subject headings?

82.0% of all respondents answered 11e.

Frequently	12.7%
Sometimes	27.6%
Rarely or never	59.8%

11f. Browse through the library's books and periodicals (magazines, journals, newspapers, etc.) until you find the ones that deal with your topic?

81.9% of all respondents answered 11f.

Frequently	7.9%
Sometimes	29.0%
Rarely or never	63.1%

11g. Use an index to periodicals (magazines, journals, newspapers, etc.) e.g. Reader's Guide?

81.5% of all respondents answered 11g.

Frequently	41.9%
Sometimes	40.6%
Rarely or never	17.5%

11h. Other (please indicate)

3.1% of all respondents or 85 students answered this question. Forty responses mention specific indexes or abstracts used for research purposes; 33 responses mention ERIC and Psychological Abstracts specifically. Twenty students replied that they would consult a bibliography for their research.

Question 12. How do you find out if the library has a particular periodical (magazine, journal, newspaper)?

12a. Ask a librarian

76.1% of all respondents answered 12a.

Frequently	32.3%
Sometimes	42.5%
Rarely or never	25.2%

12b. Go to the shelves

73.8% of all respondents answered 12b.

Frequently	25.6%
Sometimes	42.9%
Rarely or never	31.4%

12c. Look in the card catalog

74.0% of all respondents answered 12c.

Frequently	47.6%
Sometimes	28.2%
Rarely or never	24.2%

12d. Use the Serials List (printout)

73.1% of all respondents answered 12d.

Frequently	32.0%
Sometimes	19.4%
Rarely or never	48.6%

12e. Other (please indicate)

2.8% of all respondents answered this question. Of the 78 responses, 41 said that they would use the Reader's Guide or a comparable index to locate periodicals in the General Libraries, 9 would ask friends or professors for assistance, 1 would look in the vertical file, and 6 never use periodicals. Many of these responses indicate that this question was not understood.

Question 13. Before I became a student at UT, I was taught how to use

13a. My high school library

92.4% of all respondents answered 13a.

Yes	88.7%
No	11.3%

13b. The public library

81.1% of all respondents answered 13b.

Yes	74.9%
No	25.1%

13c. A two-year or community college library

35.3% of all respondents answered 13c.

Yes	43.6%
No	56.4%

13d. Another university library

50.7% of all respondents answered 13d.

Yes	53.9%
No	46.1%

Question 14. Since enrolling as a student at UT I have received the following types of instruction in the use of the library:

14a. Self-guided tour of the library on campus using a printed guide

92.9% of all respondents answered 14a.

Yes	27.1%
No	72.9%

14b. Guided tour, lecture, or slide-tape presentation at a library on campus

91.4% of all respondents answered 14b.

Yes	11.2%
No	88.8%

14c. Instruction from a librarian in one of my classes

91.2% of all respondents answered 14c.

Yes	13.1%
No	86.9%

14d. Instruction from a faculty member or teaching assistant in one of my classes

90.9% of all respondents answered 14d.

Yes	19.4%
No	80.6%

14e. Other (please indicate)

9.7% of all respondents answered this question. Of the 282 responses received, 111 students used the trial and error method to learn about the library, 39 students consulted friends, 38 students consulted librarians, 31 students received no instruction, 13 students took library science courses, 12 students learned from faculty and course assignments, 17 students took a tour of the library, 7 students worked in the General Libraries, 6 students learned from library staff members, and 1 student learned from publications.

Question 15. If the following type(s) of library instruction were available in the General Libraries which would you utilize?

15a. Guided tours of libraries

90.3% of all respondents answered 15a.

Yes	33.4%
No	43.5%
No opinion	23.1%

15b. Self-guided tour of a library on campus using a printed guide

91.1% of all respondents answered 15b.

Yes	54.7%
No	28.5%
No opinion	16.9%

15c. Library handbooks and bibliographies

89.8% of all respondents answered 15c.

Yes	55.4%
No	24.5%
No opinion	20.1%

15d. Classroom presentations by librarians on library resources and skills

90.2% of all respondents answered 15d.

Yes	46.8%
No	32.0%
No opinion	21.2%

15e. An elective course designed to develop knowledge and skill to do library research

89.6% of all respondents answered 15e.

Yes	23.1%
No	54.4%
No opinion	22.5%

If yes, should this course be:

15.7% of all respondents answered this.

Credit	59.6%
Non-credit	40.4%

15f. Computer-assisted library instruction

86.6% of all respondents answered 15f.

Yes	33.6%
No	38.4%
No opinion	28.0%

Question 16. Do you have any suggestions on ways the libraries could improve services for students?

25.7% of all respondents, or 714 students, answered this question.

Respondents suggested that the General Libraries could improve service to the students through publications.

Handbooks, Publications

Most felt that a printed guide or handbook which explained the use of the library, services provided, and the kinds of collections in each of the different units would be helpful. Some students suggested printed guides or pamphlets on topics such as: How to do research, how to locate reference books and journals, and how to use the LC classification scheme to locate books on the shelf.

Library Instruction

Opinions varied greatly on this topic. One respondent felt that individual departments should prepare library guides for students in their fields. A few felt that a library use presentation in the classroom would be helpful. One student suggested a credit course at the undergraduate level. Another student suggested making LS 340 a required course, or having informal classes like RASSL and sandwich seminars. Other suggestions included: library instruction incorporated into introductory courses, class assignments that require library usage, a comprehensive library use feature in the *Texan*, guided tours of the libraries.

APPENDIX 6

THE UNIVERSITY OF TEXAS AT AUSTIN
THE GENERAL LIBRARIES

User Education Reports
Instructions and Definitions

The User Education Reports are part of a continuing effort to obtain information about user education activities in the General Libraries. The Monthly Summaries are divided into three categories:

1. group presentations by library staff members
2. classes and groups for which instructional material was prepared and used during the month but library staff members were not present (e.g. exercises prepared as part of course-integrated instruction, self-guided tours required by instructors, etc.)
3. other user education activities not covered by the other two categories

Each group contact should be counted in only one category. Work with individuals should be recorded as reference questions on the reference statistics forms according to the time spent (e.g. ten minutes spent explaining an index to a student should be counted as a general reference question).

A group presentation form should be completed for categories one and two after each presentation. These sheets should be used in compiling the Monthly Summary and should be sent with the Monthly Summary at the end of each month to the Statistics Clerk, MAI 2200.

DEFINITIONS

1. Orientation is intended to provide the user with an awareness of the physical location of essential areas and resources, the services and staff of the library, and basic procedures in using the library. Orientation should make the user more relaxed and comfortable about using the library. Common types of orientation programs are tours of the library conducted by both professional and non-professional staff (pointing out, for example, reference area, card catalog, circulation desk, copy machines, current periodicals, etc.) and talks to a class or group of students (discussing, for example, hours of the library, the Lending Code, names of librarians, various library services, etc.). The presentations may include some discussion of reference sources.

2. Bibliographic Instruction is intended to help users develop sound library skills and bibliographic control over their own areas of study, but it should also prepare students to make effective lifelong use of libraries. Examples include: detailed instruction in the use of the card catalog, individual tools and search strategy. Bibliographic instruction may be in the form of classroom lectures, seminar presentations, course integrated instruction, etc. Such instruction is usually given only by professional staff members.

9/75

THE UNIVERSITY OF TEXAS AT AUSTIN
THE GENERAL LIBRARIES

User Education Report - Monthly Summary

Unit: ______________________________ Month: ______________________

Please send by the 5th of each month with the group presentation reports to: Statistics Clerk, MAI 2200.

1) Group Presentations by Library Staff Members

Each group contact should be counted in only one category.

	Number of Presentations	Number of Participants		
A. Orientation sessions (including guided tours)	_____	UG ____	Grad ____	Other ____
B. Bibliographic Instruction				
In Library	_____	UG ____	Grad ____	Other ____
Outside Library	_____	UG ____	Grad ____	Other ____

2) Classes and groups for which instructional material was prepared and used during the month but library staff members were not present (e.g. exercises prepared as part of course-integrated instruction, self-guided tours required by instructors, etc.)

Activity	UG	Grad	Other

3) Briefly describe other user education activities during the month not covered by the above (e.g. prepared a printed guide to using Chemical Abstracts, produced a slide-tape presentation on the library, etc. Please enclose samples of printed material prepared.)

9/75

THE UNIVERSITY OF TEXAS AT AUSTIN
THE GENERAL LIBRARIES

User Education Report - Group Presentations

Unit: ______________________ Date: ______________________

Please complete after each group presentation or category 2 activity and send with the Monthly Summary to: Statistics Clerk, MAI 2200.

Type of Presentation	Number of Participants
1) Group Presentation by Library Staff Member	
A. Orientation sessions (including guided tours) ____	UG ____ Grad ____ Other ____
B. Bibliographic Instruction	
In Library ____	UG ____ Grad ____ Other ____
Outside Library ____	UG ____ Grad ____ Other ____
2) Other (Category 2 on Monthly Summary) Please describe.	UG ____ Grad ____ Other ____

Course Number __________
Professor's Name ____________________
Non-Course (Describe):

Who initiated?
Professor _____
Library _____
Other _____
Location ____________________

Who gave presentation or prepared instructional materials?

Describe instructional materials used (e.g. media used, bibliography or other handout--please attach sample copy of new material, etc.).

Any evaluation of presentation? (Attach copy of summary if prepared.)

Recommendations (Describe needs and recommended changes, if any, in presentations, e.g. reading list needed, transparencies should be produced, etc.).

9/75

APPENDIX 7

THE UNIVERSITY OF TEXAS AT AUSTIN

THE GENERAL LIBRARIES

TO:

FROM: User Education Committee

The following questionnaire is being sent to public services and special collection professionals and bibliographers to gather information useful in formulating a user education program for the General Libraries. We would appreciate it if you would complete and return to Gary Menges, Library Office, MAI 2208 by April 21, 1975.

1) What do you feel are the user education needs of the particular clientele you serve? ____

2) Are you aware of any particular faculty or student interest in user education? (e.g. Professor Jones has expressed an interest in incorporating bibliographic instruction in his Economics 312 course, "point of use" instruction on Dissertation Abstracts would be useful, etc.)

3) What means are you aware of for publicizing a user education program to your particular clientele? (e.g. English graduate students have monthly newsletter, Geological Sciences Department publishes weekly newsletter, faculty meetings, Chemistry Department has meeting each semester for new teaching assistants, etc.) ____

4) What resources are available to you to assist in a user education program?

a) Classroom ________ Library
________ Department

b) Media equipment (describe and if non-library indicate conditions of use) ____

c) Staff available to assist you in preparing materials. __________

d) Other ____

5) What resources are not available to you and would be useful? _______

6) What types of user education activity have you personally been involved in?

Library Tours __________
Orientation Lectures __________
Bibliographic Instruction __________
(see attached working definitions)
Preparation of Bibliographies and other Printed Materials __________
Instruction on using individual tools (e.g. written guide to use of a major index, group instruction on utilizing an abstracting journal, etc.) __________
Other (describe) ____

7) What areas of user education are you particularly interested in? ___

8) Please describe any training needs you feel would be useful to you in helping to more effectively implement a user education program.

a) Teaching effectiveness (e.g. training sessions on lecture presentation, evaluation techniques, etc.) __________________________

b) Preparation of instructional materials (e.g. use of media equipment, how to prepare visual aids, etc.) ______________________________

c) Other ______________________________

9) What is your academic background?

Undergraduate major(s) ______________________________

Fields of graduate study ______________________________

Other ______________________________

10) Other comments regarding user education. ______________________________

APPENDIX 8

USER EDUCATION GOALS AND OBJECTIVES

I. GOALS

A. *USER AWARENESS:* To increase user awareness of the library as a primary source of information and as an agency to which users may turn for assistance with their information needs.

B. *ORIENTATION:* To acquaint users with campus library facilities.

1. To familiarize users with the physical layout and the procedures for using the library units relevant to their needs.
2. To make users aware of the staff that is available to assist them and to make users comfortable seeking assistance.
3. To inform users about basic library holdings records such as the card catalog and serials list that can be used to locate materials within the system.

C. *BIBLIOGRAPHIC INSTRUCTION:* To help users take maximum advantage of library resources to meet their information needs.

1. To improve users' skills in making effective use of library collections, services, and staff.
2. To increase users' abilities to make independent use of these resources.

II. OBJECTIVES

A. *Lower Division Undergraduates*

1. *Orientation*

   a. *Lower Division Undergraduates are familiar with the physical location of essential areas and resources within the Undergraduate Library.*

   b. *They know the basic procedures for charging out books and their responsibilities as borrowers.*

   c. *They know the basic procedures for using the reserve collection.*

   d. *They know the basic procedures for finding periodicals.*

   e. *They know that there are many other libraries and collections available for their use. They know that the reference staff, the Perry-Castañeda Library Public Catalog, and the Serials List can direct them to materials elsewhere on campus.*

f. They are familiar with the layout and procedures of other campus libraries which their assignments require them to use.

g. They consult librarians for assistance and suggestions whenever appropriate.

2. Bibliographic Instruction

a. Lower Division Undergraduates are familiar with both general and specialized encyclopedias, use encyclopedia indexes to locate material, and can find unfamiliar encyclopedias in the subject catalog.

b. They can locate material in the card catalog (by author, title and subject), can identify and explain the use of selected elements on a catalog entry, and can adapt their own terminology to that of the subject catalog (using the Library of Congress Subject Headings list, cross references, and tracings).

c. They are familiar with general periodical indexes, and aware of more specialized indexes, can use the indexes most likely to meet their information needs, and can interpret the elements in an index entry.

d. They use location charts to find where books are shelved, and they are able to find books shelved under both Library of Congress and Dewey Classification Systems. They use the Serials List to locate periodicals in campus libraries.

e. They know that special reference sources exist to find statistics, newspaper articles, reviews, criticisms, bibliographies, government documents, and information about people and places.

f. They can plan and implement an efficient search strategy using encyclopedias, the card catalog, periodical indexes, and other sources as necessary.

B. Upper Division Undergraduates

1. Orientation

a. Upper Division Undergraduates are able to locate information in the branch libraries and/or special collections relevant to their major fields of study.

b. They are aware of other resources which may not always be accessible through the Perry-Castañeda Library Public Catalog (e.g., microforms, documents, newspapers, vertical files, HRAF, etc.).

c. They know which librarians can assist them with their information needs.

2. *Bibliographic Instruction*

   a. *Upper Division Undergraduates use the Perry-Castañeda Library Public Catalog effectively.*

   b. *They have a basic concept of how information is organized in their fields. They are familiar with guides to the literature and know how to use the basic reference tools in their fields.*

   c. *They can plan and implement a basic literature search in their fields of study and can evaluate, at an elementary level, the usefulness of bibliographic citations in their fields.*

   d. *They know the basic elements of bibliographic form and can use basic style manuals in their fields.*

C. *Graduate Students*

1. *Orientation*

   a. *Graduate Students are familiar with the physical location of essential areas and resources of the Perry-Castañeda Library.*

   b. *They are familiar with the Perry-Castañeda Library's Public Catalog and the Serials List for locating books and periodicals.*

   c. *They are informed about General Libraries' circulation policies and procedures including the 28-Day loan period, Proxy Cards (for students working with faculty members), Courtesy Borrower Cards (for students working on dissertations/theses on campus but not officially enrolled as students), and carrel assignments.*

   d. *They are aware of library services available to them on campus including reserve services, Inter-Library Service (ILS), Computer-based Information Services (CIS), user education programs (orientation and bibliographic instruction), and photoduplication services.*

   e. *They know specific bibliographers and librarians who have expertise in their areas of research and can assist them.*

   f. *They are familiar with the physical location and resources of other campus libraries, especially those with collections in their subject areas.*

   g. *They are aware of off-campus information facilities (as a supplement to the University Library) and know how to gain access to these other resources.*

2. *Bibliographic Instruction*

   a. *Graduate Students are knowledgeable about general information resources essential for doing research at the graduate level, e.g., National Union Catalog (and foreign counterparts), Union List of Serials and New Serials Titles, and Dissertation Abstracts International.*

b. They are competent in the use of specialized research tools in their subject areas.

c. They are familiar with complex search strategies essential for doing advanced research in their subject areas.

d. They know how to stay abreast of current information in their areas of research.

e. They understand and consider the limitations of the collection when planning their research projects.

D. Faculty and Professional Staff

1. Orientation

a. Faculty and Professional Staff are familiar with relevant circulation policies and procedures.

b. They are aware of the strengths and limitations of the library collections, both in terms of research projects and in assigning work to their students. They are aware of the need to inform the appropriate bibliographer of materials in their fields which become available for acquisition and of which the library staff may have no other knowledge.

c. They know that the library can support their teaching and research through Inter-Library Service (ILS), reserves, preparation of bibliographies, physical facilities (such as seminar rooms and media facilities), and provision of Computer-based Information Services (CIS) in some fields.

d. They are aware of bibliographic instruction and orientation programs for their students and have realistic expectations regarding their students' capabilities in using the library.

e. They are acquainted with librarians who can serve as liaison persons to help with any library-related matter.

2. Bibliographic Instruction

a. Faculty and Professional Staff are knowledgeable in current developments in the Library that can aid their library research.

b. They are familiar with new bibliographic tools that can aid their library research.

E. Staff

1. Orientation

a. Staff are acquainted with the availability of library services of particular usefulness to them in the effective performance of their responsibilities and know whom to contact in order to utilize appropriate services.

b) *They have a knowledge of library procedures appropriate to their work including how to order library materials and/or place materials on reserve at the request of a faculty member, and how to charge materials out of the library.*

APPENDIX 9

GRADUATE RESEARCH AND BIBLIOGRAPHY COURSES

The following courses are listed in The University of Texas at Austin Graduate School Catalog 1974-1976. The catalog contains only a preliminary announcement and is superseded by the Course Schedule printed each semester.

College/Department	Course Number	Course Title
SCHOOL OF ARCHITECTURE		
Architecture	ARC682	Research in Architecture
Community and Regional Planning	CRP387K	Research Seminar in Urban Development and Physical Facilities Planning
	CRP395	Research Seminars in Social Policy and Community Planning
COLLEGE OF BUSINESS ADMINISTRATION		
Marketing Administration	MKT384	Marketing Research Methodology
SCHOOL OF COMMUNICATION		
Journalism	J380	Methods of Research in Media
	J382	Seminar in Mass Communications
Advertising	ADV380J	Advertising Research
Radio-Television-Film	RTF380	Research in Film and Electronic Media
	RTF288,388,488	Research Problems in Specialized Fields of Radio-Television-Film
Speech	SPE386N	Research in Speech Communication
COLLEGE OF EDUCATION		
Cultural Foundations of Education	CFE393R	Methodologies of Research
Educational Administration	EDA 396	Research Seminar
Educational Psychology	EDP384	Research Methodology
	EDP395	Research
Special Education	SED395	Research in Special Education

College/Department	Course Number	Course Title
COLLEGE OF ENGINEERING		
Architectural Engineering	ARE682	Research in Building Construction
Chemical Engineering	CHE384,684	Introduction to Research
	CHE385	Research
Materials Science and Engineering	MSE385	Research
COLLEGE OF FINE ARTS		
Art	ART388,688	Research Methods in the History and Criticism of Art
	ART389	Bibliography of Art Education
	ART396	Doctoral Research in the History and Criticism of Art
	ART396L	Doctoral Research in the History and Criticism of Latin American Art
Drama	DRM388	Seminar in Methods of Research
	DRM693	Research in Theater
Music	MUS381	Reference and Research in Music
	MUS381J	Principles and Methods of Research in Musicology
COLLEGE OF HUMANITIES		
English	E384K	Methods of Literary Research
German	GER389K	Methods in the Study of Literature and Linguistics
Spanish	SPN382M	Methods of Research in Hispanic Literature
GRADUATE SCHOOL OF LIBRARY SCIENCE		
Library Science	LS397	Research in Library Science
COLLEGE OF NATURAL SCIENCES		
Home Economics	H E380K	Research Methods
	H E392	Research Problems

College/Department	Course Number	Course Title
LYNDON B. JOHNSON SCHOOL OF PUBLIC AFFAIRS		
Public Affairs	PA881	Research and Management Skills
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES		
Geography	GRG393K	Research in Remote Sensing of the Environment
	GRG397	Research in Geography
History	HIS395	Seminar in Bibliography and Methods
American Civilization	AMC393	Bibliography and Methods
Economics	ECO380	Research Course
Sociology	SOC380	Research Problems
	SOC387	Seminars in Research Methods